

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXIX.

For the Week Ending November 5

No. 16

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Instrumentalities of Education.

By Supt. James M. Greenwood, Kansas City, Mo.

Last year the number of pupils enrolled as first year pupils in all the high schools was 1,449. Of this number 1,213 entered from the Kansas City ward schools, and 236 from other schools; the outside pupils represented about 16 per cent. of the total registration, and those from Kansas City schools 84 per cent. From the first-year high school class, consisting of 1,449 pupils, 280 withdrew from school before the close of the year—a loss of almost 20 per cent.—220 being pupils from the Kansas City ward schools, and 60 from the outside schools,—about 18 per cent. of the Kansas City pupils and 28 per cent. of those from outside schools withdrew.

During the school year of 1896-7, 5,464 pupils were enrolled in the first grade, and last year there were enrolled in the seventh grade 1,905, indicating that 65 pupils out of every hundred of the beginning class seven years before, had dropped out of school for various reasons, and 1380 had been promoted to high school.

The beginning class in 1897-8 was 5,813 and it was represented in the sixth grade last year by 2,399 pupils, 1,498 of them being promoted to the seventh grade. Of 6,161 as beginners in 1898-99, 2,744 were still in school last year as fifth-grade pupils, that is, 55 per cent. had dropped out of school, and at the close of the year the promotions included only 30 per cent. of the original class.

In 1899-1900, 6,691 were enrolled in the first grade, and these were represented by the fourth grade for the year just closed, numbering 3,960, that is, about 59 per cent. of the children who started into school three years previous were enrolled in school during the fourth year, and that 70 per cent. leave school before the close of the fifth year.

It is safe, however, to assume that fifty per cent. of the pupils enrolled in the public schools of Kansas City never get beyond the fourth year's work. When one stops to consider just what four years in school means, a period, if the child attends school without interruption, that covers from 36 to 40 months all told, or from 720 to 800 days, the outlook is not the most encouraging. No argument, however cogent, logical, or eloquent, could reinforce a statement of this kind, and bring it home more closely to the people than for them to know the exact educational status in the cities of the United States, and here in Kansas City, a city in which the public school sentiment is unexcelled, that a majority of the children get less than 800 days of schooling for each child. While I have thus far dealt with the conditions in Kansas City and the educational record here is one of the most accurate in the whole country, yet it behooves us to look these facts squarely in the face, and endeavor to remedy the situation locally, if possible. It is not too much to ask that each child should

attend the elementary schools at least 1,400 days in seven years, before entering upon the battle of life.

Entering more explicitly into details, there were enrolled in the first, second, third, and fourth grade of the ward schools of this city last year 19,195 pupils; in the fifth, sixth and seventh grade 7,314, and in the four years of the high school classes,—3,646 pupils, that is, 19,195 children were in the first four years of school work, and 10,960 in the other seven years' work. Theoretically, the first group in which are nearly two-thirds of all the children, would be from six to ten years old. Much needs to be done for this large class of pupils, and it should be done during that period when they are in school. There is little time in which to do it; hence, the importance of making every day count. I will put this in another form, of the 26,509 enrolled in the ward schools last year, 15,502 were promoted and 11,007 were not promoted, chiefly on account of irregularity in attendance. Certainly Kansas City needs an educational awakening in order to put the children into school and to keep them there.

Schools for Defective Children.

While I am not in possession of sufficient information to enable me to speak positively, yet I feel confident that there are enough children in Kansas City who have defective eyesight, to fill one school-room, and perhaps as many who cannot hear well. The education of these children should be provided for at public expense. To this end, I trust that all parents or guardians of such children will communicate directly with me so that steps may be taken to organize two such schools at an early date. Every child, by virtue of its being a child, is entitled to an education, and moreover those who have been less fortunate than others in being deprived of the use of one or more of their senses, should receive the most favorable treatment at the hands of the board of education. Will you not co-operate with me in a movement for educating these unfortunate children in this community? Any information you have touching this matter will be gratefully received.

Why Schools are Established.

We often lose sight of the end for which certain institutions were established and maintained from year to year at public expense. The correct theory upon which the elementary schools of this state and each state, as to that matter, is established, is that the rural schools and the graded schools have their justification in that they are an end within themselves; that they are maintained and operated at a heavy expense to give each child of the state a good common school education, and the theory is that each will avail himself of that opportunity, but the fact is, as I have already shown, that less than one-half the children in Kansas City get beyond the fourth grade.

* Part IV of "Superintendent Greenwood's Annual Benediction," in THE SCHOOL JOURNAL of October 22 and 29.

The primary object of the elementary schools is to fit the children for right living, and it assumes that they may go on improving themselves after a solid foundation has been laid in the common branches, and secondarily to enter high school and complete a course there.

Of recent years, owing to the college and university influence on the high schools, the primary function of the high school has been submerged, and these schools have been turned into recruiting stations for admission to the college and university requirements. The function of the high school is double in its capacity, and the fundamental conception is that it is a high school first, for furnishing a good course of study to all young people who wish to avail themselves of its privileges, without regard to further attendance at college or university in after life; secondarily, for those who expect to pursue more advanced work in college or university, they should shape their high school work accordingly. For fear of a misconception of my position, I will say that I am most heartily in favor of college and university training, but as both experience and reason teach us that the great mass of those who pass thru high school, never go to higher institutions of learning, the work in high school should be so shaped chiefly to fit for life and its duties and responsibilities. To shape instruction with one single object in view, "the university requirements" is a perversion of the real nature of high school work.

Only in rare instances can a college or university professor be found who knows much about elementary or secondary teaching. Much of the very poorest teaching in this country is in the higher institutions of learning. A few university professors only teach their students how to teach. The usual method is to shower them with some knowledge, and then turn them loose to practice on high school pupils. University professors are generally more intent, too, on certain lines of work than they are on educational and pedagogical lines. They dig industriously and sometimes deeply into certain little holes called "specialties"; most frequently it is a "note-grind," or a "quiz," or a "grand stand play," that may be very lively or exceptionally dull,—but usually very unpedagogical. The students who have been exposed to such preparations, are in no sense teachers, but novices in the theory and art of education. The mania at the university now is "degree hunting," and it is no uncommon spectacle to see a little runty fellow with a string of degrees as long as one's arm stuck after his name, causing one to wonder how he supports it all, without tangling his legs.

Co-Education.

This leads me to submit a word or two on this subject. The reason of the great outcry against women in the universities reminds one of the Russian-Japanese war. The women who go to the universities go there to get an education, and like the Japanese, they are intent on the business they have on hand. They go there to study, to learn, to understand, to think, and as a result they have forged to the front,—they stand the highest, and they take the prizes. They are, as a class, the real students, and it is a clear case of jealousy that the hue and cry is raised to exclude them.

There is a vague idea among some young men who happen to be sent to college or university, that it is a sort of sporty place where the proper thing to do, is to smoke cigars, sit around and talk, and read up just before "quizzes and examinations." Co-education has come to stay, and it is going to stay, and the industrious women will go on standing at the head of their classes, winning prizes, as they have been doing for the last dozen years. It

is fast narrowing down to a question of brain against dissipating brawn.

All Change is Not Progress.

So absolutely is change everywhere impressed upon the thoughts and actions of men, that there seems to be little stability even in types that were once believed to be permanent. In looking back over history for a brief period, one sees only a few types of men controlling the destinies of nations, but now there are found in the busy lines of industry, hundreds, if not thousands of different vocations in which each is endeavoring to realize the highest aspirations of his nature. History, as the continuous life of one man, moves along a wavy line, at times straight and uneventful, and again, jagged, irregular, and rapid. These latter are periods of great activity, gigantic strides, and a nation, like an individual, moves forward with wonderful alertness owing to the stored-up capital that it has been accumulating for years. National activity does not always mean substantial progress. Neither does great educational activity always spell the same word. Fictitious values are sometimes given to movements that have no permanent or valuable element in them.

A Case in Point.

I believe in a robust, physical manhood and womanhood. There are many ways of exercising one's self which do not draw so strongly or excessively on the nervous and muscular forces as to sap the health. Schemes of gymnastics and calisthenics ought to be devised so that all the pupils or students should receive systematic, purposeful training,—those exercises, so physiologists tell us, that demand the least intellectual effort are the most beneficial. It is a rational choice of exercises, a regular and systematic culture of the body, that is demanded, and it should be planned with as much judgment as the courses of study are mapped out for the intellectual and moral development of pupils and students. Such a course looks to the triple points of good health, steady strength, and reliable skill. Instead of undertaking a rational method of human development of the body so as to make it the willing, quick, responsive, obedient servant of the mind, a wild spirit of athletic gambling has taken possession of almost the entire student body in many of our higher institutions of learning, and the moral effects are now discussed by all thoughtful men.

To have a football team that can maim and kill other young men, is in many quarters regarded as the highest achievement of young American manhood. In the evening after the game has been played between two great university teams and the wounded and dead properly cared for, the hotels and theaters are made hideous by Bacchanalian revels that are a disgrace and a shame to our civilization. The pretext upon which this species of fighting seeks to justify itself is, that it cultivates alertness, bravery, forbearance, fortitude, and courage. That it toughens the moral and mental fiber; yea the religious impulse is strengthened until the athlete can pray fervently. No one who knows American character believes such a doctrine. How a few well-trained athletes, out of some hundreds or thousands in a great university, can give tone to all hangers-on who attend these "slaughter-pens," is a species of sophistry too far-fetched to deceive the people a great while. In reply to the argument that it cultivates bravery in a nation never effeminate, the assumption needs only to be mentioned to refute itself without an appeal to our past history.

The brave men to-day, the very bravest, are not on foot-ball teams,—perhaps not all in the army and navy,—since battles are fought and won with

mathematical "range-finders," used as indices in elevating and depressing monstrous guns firing at an enemy whose presence is known but whose bodily form is invisible. Brutality is not true bravery, never was, and never will be. True heroism is made of other stuff. I ascribe all the elements of bravery to our soldiers and sailors, but there are others that are just as brave, just as heroic, and I dare say, just as patriotic. The firemen in this city and in other cities who climb the ladders, scale the walls, and rescue men and women and children from the fiery flames that never ask for quarter, are as brave as ever walked earth, and I point to them and say,—"Behold brave men!"

Another class are the engineers and firemen at the throttle valves, the ones who direct the plunging engines along the shining track, upon whose judgment, tact and skill, thousands every day entrust their lives. These, too, are the bravest of the brave, the Marshal Neys of modern commerce and yet they never took their lessons on the "gridiron."

There is a much larger class, the men and women who seem to have heavier burdens than they can carry, tho they go onward day by day, not with the blare of the trumpet and drum, but quietly, faithfully, and uncomplainingly, bearing life's burdens, fighting life's battles alone, these are the real heroes of our nation and of all nations. Their names never appear in the sporting columns of the newspapers, or the illustrated magazines; they never ride in elegant carriages with lap-dogs for babies, nor give swell parties, but they are honest workers whose lot is written in the simple annals of the poor. Truly all great battles of life are fought alone.

What is the moral effect of foot-ball on the public mind, particularly on the younger persons of both sexes, as the game is played? Is it not to brutalize and demoralize the conscience, and to render it callous to all those finer instincts and tender sensibilities which ennoble and dignify human nature? The clearer and cooler thinkers among the college and university authorities, while recognizing the brutality of this species of gladiatorial combat, have in deference to a popular craze, stood with their hands folded and permitted this holocaust to go on with a death rate of from twenty to fifty young men each year, and from one hundred and fifty to two hundred crippled and disabled for life, many of these victims, as the public press informs us, lingering for a year or two, and then dying—victims of a college or university murder. Happily there are signs of an awakening popular conscience. One college president told me a short time since, that when his son went to the university, it was with the distinct understanding that he should not enter until after the "list of fighters" had been made up for last year, altho a strong effort was made to have this young man go into the university team. This man rather than have the young men of his school exposed to demoralizing influences and with a strong probability that some would be sent home to their fathers and mothers dead, decided to cut such exercises out, or to eliminate all dangerous features,—his theory being, which is the correct one, that physical training should be for all students, and in no case should life be endangered.

Example being contagious, this uneasy desire and craving for trampling, crushing, and putting dangerous rivals out by breaking bones, accompanied with all the glamour which popular applause always gives to prize fights between human beings, while exceedingly sympathetic when bull fights are mentioned, has reached down not only to and thru the high schools, but into the elementary schools, and now instead of strong, steady

scholarship being the main work of the pupils in the high schools, the great events are foot-ball fights, police interference, fist-fights and other concomitants which display all the savageness in young people, stimulated by class and school rivalry. Did it stop here, little more need be said. But here in Kansas City, mere children, boys in some of our ward schools have languished for months with broken legs and arms, crushed-in ribs, permanently injured for life. The life of one of these innocent children is of more value than of all the ferocious games ever played from the time of the Roman emperors to the present.

How contradictory is it all! It is one of the cardinal principles of our system of education to teach the sacredness of life, even to be kind to useful, harmless animals, yet in the heat of passion, in order to procure a victory, means are resorted to, that if exercised in the ordinary affairs of life, would warrant indictments for murder by grand juries. It is well known that to put a dangerous rival out of the game is a cardinal tenet, and if this is not winked at as legalized murder, what is it? I have seen young men knocked down, trampled upon, bruised, limp, bleeding, apparently lifeless, carried off on stretchers. I call that a battle! Those who are punctilious may say "disabled." It is in the classic vernacular of Tennessee's wit—*The making of the pup!*

Recently foot-ball has been attacked from the moral side in a very pronounced form by strong men engaged in secondary schools as well as by others who are directing college and university work.

It is claimed by those that the moral effect, not only upon those who are engaged in playing, but upon all who are interested in such exercises, is to lower everywhere the moral tone and that the game tends to generate a spirit of rivalry and dissipation which results in riotous actions, a disposition to gamble, and in some cases to intemperance. The psychology of a crowd or a mob is one of those strange phenomena of human nature which exerts an influence on a collective mass, causing it to do certain lawless acts, that the individuals separately, as individuals, would never do.

Since athletics have become the chief attraction in secondary and higher institutions of learning, the effect has been to lower scholarship, if not the moral tone of the schools. Attention instead of being put on the subjects of study, is drawn away from them. High school catalogs are highly embellished with pictures of teams in short breeches and undershirts, exposing as much of their bodies as possible. If there should be a line by chance about sound scholarship, good conduct,

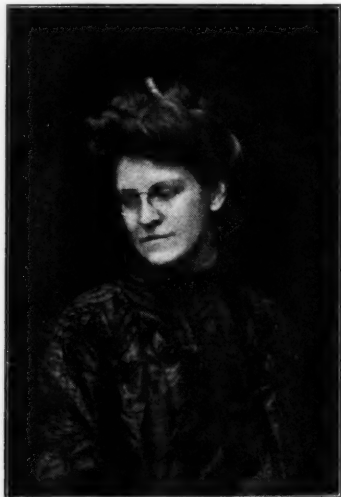


Dr. Theodore L. Cuyler, at Lake Mohonk.
Copyright, 1904, by The Baker & Taylor Co., publishers of Dr. Cuyler's new book "Our Christmas Tides"

The
moral
effect of
foot-ball.

Boys

faithfulness in school work and school duties, it will be found stuck down in some little out-of-the-way place so as not to attract notice, and most likely it will be about some girl who had been diligent and successful in her studies. It has none of the bazaar about it, and is not put there as a



Mrs. George Madden Martin, author of "Emmy Lou," and other charming child studies.
Courtesy of McClure, Phillips & Co.

thing to be imitated, it has no place with those other species of contests in which fortunes are lost and won, characters demoralized, and bodies put into docks for a long series of repairs.

To Utilize School-Houses.

America has undertaken a tremendous job in her effort to educate all the children of this republic. Her very best efforts fall far below what they should be when estimated on a business basis. We are spending more money for school-houses than any other great nation in the world; but big school-houses, costing immense sums of money, do not insure good schools. In nearly all the cities, the school-houses lie idle 165 days out of every 365. There is no other great business institution in which there is so much money invested, that shuts up its doors for three-sevenths of its time and does not operate. It would bankrupt any other establishment, unless it belonged to a trust to work on that plan, and it is only in this country that such a method is adopted as a working basis. The law should be changed in this state so that the school-houses could be used by adults as well as by the children for educational centers where the citizens could hold meetings for self-improvement and a general diffusion of knowledge. At all suitable seasons of the year, the schoolyards should be used by the children and grown people, who would not abuse the privilege, when the schools are not in session, for play grounds. To put this thought in another way, the school-grounds as much as the school-houses should be for public service. These grounds should be made attractive and beautiful, tastefully laid out and decorated.

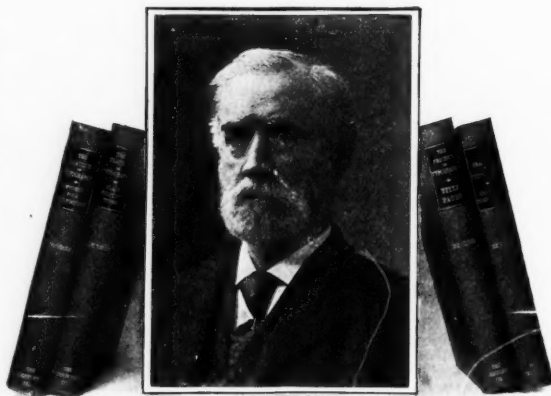
In Germany, for instance, while the schools are in session six days each week, Wednesday and Saturday afternoons are holidays, but the pupils who want domestic science, or wood work can take these two afternoons, and in some of the cities and towns, the authorities have arranged for the pupils to take such instruction Sunday afternoons rather than have them spend that portion of the Sabbath in some injurious form of dissipation. Each nation solves its social problems in its own way.

Each Principal to Organize His Teachers.

In order to aid and assist his teachers in professional advancement, I hereby recommend each principal to organize his or her teachers into a compact working body for the purpose of engaging in an intelligent study of the history, the philosophy and science of education, and in the theory and practice of teaching. These classes should meet once a week, and in one year a great deal of subject matter can be covered. The study of such subjects and the discussion that will be provoked, will be of great assistance to all concerned. The line of study should be systematic and critical, and views as to the soundness of theories should be subjected to the closest investigation. Mind is made alert by coming in contact with mind or by studying the thoughts of the best thinkers. By comparing one's opinions with those held by others, one can remove the darkness from his own mind.

Last year two or more of the principals had such study classes in their schools, and they informed me that the results were very satisfactory. For seven years of my life, I spent an hour each week with other co-workers in the investigation of nearly every phase of education and since then in private study, and by correspondence, and as I look over the entire period, I will say that if I have had any measure of success as a teacher, or in inspiring others at home and abroad to a fuller and higher realization of the importance of educational ideals, I attribute it largely to that period of activity set in motion then and it has never diminished.

In this country there is such a wealth of educational literature, rapidly increasing each year, accessible to every teacher who is willing to put forth his hand to reach it—literature of breadth and depth, and of lofty purpose. No true teacher is willing to rest satisfied for one day without making a permanent acquisition to his stock of knowledge. Contemplate for a moment, if you will, the complexity of human life and breadth of social organization as it is in operation everywhere in this country. Compare the ideal growth of manhood and womanhood with the shattered fragments in so many tragic situations, when the true aim of education is to form characters—magnificent in mind and body, noble in heart, truthful in speech, gracious in conduct. Each teacher is a unit of the human race working for the progress of all. If we succeed, it is because we go forth honestly endeavoring to achieve greatness through right instrumentalities. Let this be our motto.



Theodore L. DeVinne, the master printer of America.
Courtesy of the Century Company.

Manual Training in the Schools of New York City.

By JAMES L. HUGHES, Chief Inspector of Schools, Toronto, Canada.

The development of the schools of New York city under Superintendent Maxwell and his staff of able and experienced experts has attracted the attention of educators in both America and Europe. One of the departments of this great system that is most worthy of special study is the department of manual training under the direction of Dr. James P. Haney.

The mistakes that have been made in the manual training systems of the past, and the weakness of many of the systems at present have resulted from a lack of due appreciation of the supreme educational value of constructive work. The recognition of the economic value of manual training came first to most educators. Thirty years ago manual training was advocated for economic reasons only; today the leaders recognize its distinctive educational values and urge its introduction into schools not merely as a means of qualifying men and women for earning a better livelihood, and for adding to the wealth of their nation by producing a better class of manufactures, but chiefly because of its influence in developing and training the child's intellectual and moral nature, and especially his executive tendency.

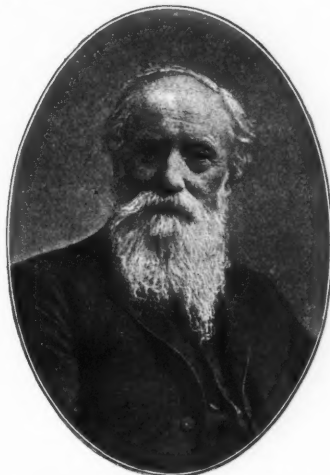
Froebel was the founder of the system of educative manual training. He began his manual training in the primary department and he introduced it for definite educational reasons. English and American educators began their manual training work in the higher classes of high schools and chiefly for economic reasons, but all real progress has been made towards the realization of Froebel's ideals. All good systems of manual training now begin in primary classes and progressive educators recognize its educational value as the dominant reason for placing it on the program of school work.

Dr. Haney broadly and clearly sees the many educational values of manual training and has been very successful in relating the work in this subject to the work of other subjects on the program of study. He has succeeded admirably in co-ordinating the arts with the other departments of school work so that they add interest and completeness to the other studies, and at the same time reveal to the child his best practical and social relationships and duties to his fellows in the world around him. He has very successfully harmonized the arts themselves so that drawing, color work, design, and construction are not regarded as separate studies but as inter-related departments of a productive unity.

The most noteworthy feature of this system is its reverent recognition of the individuality of the child. This is the fundamental principle underlying the whole of his work, and this gives it a distinctive educational value. The systems of manual training first introduced into American schools from Europe presented to all children a series of models for construction which were arranged in a logically related order and which each child was required to construct in exactly the same way. The exact measurements were given for each model, the pupils drew a correct plan of it on paper according to the measurements and designs that were given them, and then made their measurements on wood and constructed it under the direction of their teacher. Even this kind of manual training has many values. It trains in habits of accuracy, it makes a practical application of drawing, it gives a respect for work and workmen, it develops the executive tendency, and it helps to make men and women constructively productive. But excellent

as these results undoubtedly are, they are relatively unimportant when compared with the development and intelligent direction of the selfhood of each child. All other excellences are shorn of their highest value if the child's own original powers of planning and designing are not systematically called into productive activity. Constructive work loses its best effect in developing power unless the child has the inspiring joy of self-revelation in his work.

Forty pupils in a manual training class under the European systems produce each model in their course as nearly as possible alike in every respect in construction and decoration. In the best classes it is impossible to distinguish the work of one pupil from that of another. This is the supreme aim of the system: perfect reproduction of the model presented. If a wall pocket, for instance, is made, each one of the pockets has literally the same curves as all the others to form its lines of beauty; and if they are decorated at all, they are stained in the same color and ornamented with the same



John Burroughs, the genial nature student. Author of "Far and Near."

Courtesy of Houghton, Mifflin & Co.

elements of design. Form, size, proportions, color, design, are all chosen by the teacher, or more accurately speaking, are given to the class by the teacher because some other teacher gave them to him.

In Dr. Haney's system the pupils receive definite instructions in regard to the mechanical construction of the pocket, but each pupil designs his own arrangement of the lines of beauty in its form, applying the principles that have been taught as part of his art course. So in its decoration each pupil uses the elements of color and design according to his own plan, guided by the laws of harmony, design, and composition that he has already learned. No two models are exactly alike and no model is a mere copy. The supreme purpose of the system is not to produce a certain number of articles, nor merely to make definitely constructive men and women, but to develop the original power of each individual and direct it in progressively productive work which combines utility and beauty. The development of the selfhood of each child and the productive use of a trained and cultured selfhood are the highest possible kinds of educational work in securing the happiness of each individual and relating him truly to the race as a definite element in advancing civilization.

The child is not left without guidance and cul-

ture by Dr. Haney. He receives broad culture in regard to beauty of form and proportion, harmony of color, appropriateness in the elements of design, correct treatment of different forms in artistic composition, and other essential principles, but he applies these principles as a self-directing individual and not as a mere imitator. He is truly self-active and not merely responsively active. He is being trained to reveal new elements of power, or beauty, or utility, or wisdom, or truth, not merely to reproduce those that have been accumulated by others in the past. In whatever sphere his life work may be carried on, in the pulpit or at the bar; as a manufacturer, or a merchant, or a machinist; in literature, or science, or art, he will be more original, more constructive, more productive, and more desirous of achieving for humanity because of his training.

The opportunity for independent original work is not confined to the pupils in the New York system. Each teacher is encouraged, and in some departments of the work, required to plan variations of the exercises in harmony with his own ideals, and to suit the special conditions of his district. Good teachers always work joyously when their personal power is recognized as of value.

The highest aim of a superintendent should be to co-ordinate the strongest forces on his staff in the achievement of the best possible work under existing conditions, and in the revelation of new elements of power that may improve conditions. All teachers are kept in touch with the best plans, the best designs, and the best methods of their fellow workers in New York by Dr. Haney. Each one is thus an inspiration to the others, and is himself inspired by the new ideals of his fellow workers.

The recognition given to the regular class teachers is a vital part of Dr. Haney's system. It is unreasonable to expect teachers to show an enthusiastic interest in any department of school work that is conducted solely by specialists. In New York the specialist is the considerate leader of the regular teachers of his district.

The supreme excellence of Dr. Haney's work as it impressed me rests on a few principles. He aims to kindle and develop the child, not merely to give him certain skill; he harmonizes the arts of construction and decoration most successfully; he relates manual training to the other work of the schools; he uses the regular teaching staff effectively; and he recognizes the child under all circumstances as a free, self-directing being capable of using the culture he receives from his teachers by making original plans by which his individuality may be revealed to his teacher and to himself. The child in manual training as in all other executive departments of school work should be self-active and not merely responsively active.

This article is written in gratitude to Dr. Haney for his courtesy in allowing the superintendent of manual training in Toronto to spend a month in studying his system and methods in the New York schools.



Dr. Harper on Theological Training.

President Harper addressed the Students of Chicago university on Oct. 9, taking as his subject "The University and its Relation to Religious Education."

Dr. Harper branded the theological seminaries as failures, saying that not a single religious problem of any importance had been solved by them during the last fifty years. The solution of these problems must come from the great universities which are now realizing that upon their shoulders rests the religious training of the future. He lamented the extreme denominationalism of the Christian sects, and especially the futility to which that denominationalism reduced the theological seminaries.

The president of the university closed by outlining a proposed religious curriculum for a university, which, he said, should not be confined to theory. "The university will constitute itself a laboratory, in which practical work will be done."



A Class Studying Native Woods at Connecticut State Agricultural College in Storrs.

What Books Should Children Read?

By John Cotton Dana, Librarian of the Newark Library.

Most public libraries now have special rooms for children. The plan has its disadvantages, chief among which is its tendency to keep young people away from the general library and so to deprive them of the profit which comes from frequent contact with a fully rounded collection of books. The desire to overcome this disadvantage by making the children's own collection itself a complete library, makes still more difficult the task, already difficult enough, of selecting children's room books. In Newark we are still at work on this problem. We have 1,700 different titles. Of these 400 are story books pure and simple; 80 are fairy tales, folk-lore and mythology; 25 are animal stories, or natural history in disguise; 130 are historical tales; 25 are travel stories; and 10 are biographical stories; a total of 670 story books. The other 1,030 volumes are divided among other classes as follows:

000 General works	5	700 Fine Arts	64
100 Ethics	8	800 Literature	162
200 Religion	24	900 History	173
300 Civics	43	910 Travel	87
400 Language	34	920 Biography	163
500 Science	144	Reference books in	
600 Useful Arts	42	all classes	81
<hr/>			
			1,030

The list was made in this way: We took our own collection, which had been growing for several years until it numbered nearly 3,000 titles, as a basis. Comparing it with lists compiled for the same purpose in other libraries, notably those of Buffalo, N. Y., Pittsburg, Pa., and Cleveland, Ohio, which had been worked out with much care and contained about 1,200 titles each, we compiled a list by elimination and additions, not following any previous list in its entirety, of about 1,300 titles. Then we added about 400 titles, chiefly of books for adults in literature and the sciences. Of the 1,700 titles thus obtained we now have about 10,229 volumes. In general we duplicate titles in accordance with the demand. The demand comes first from the children themselves who frequent the room, and also from the teachers who select books for the small collections which they use in their school-rooms.

We are not satisfied with our list. Perhaps a good general way to state the grounds for our dissatisfaction is to say it is not sufficiently "literary." Were a student of literature, or any person of wide reading and good taste not familiar with the field of "books for children" of to-day, to look it over, he would be surprised at the absence of many authors familiar to him and at the presence of many authors of whom he never heard. The reasons for this state of affairs are, in part, these: The recent interest in the reading of children has created a great demand for children's books. Many books have been put on the market which sell simply because the publishers have said that they were "written for young people." That statement has sold them, regardless of whether they are attractive to children or not. Then, more children read now than ever read before. Most children have not a natural taste for good reading, but like the same sort of cheap, melodramatic stuff their elders prefer, caring nothing for style, verisimilitude, or careful character study. Consequently, poor stories are printed and widely sold, with poor stuff in science, history, travels, biography, and other fields as well. These things get read, talked about, and advertised and are called for by parent, teacher, and pupil, and the libraries sup-

ply them. Furthermore, the amount of good literature attractive to the average boy or girl—the child, for example in Newark, whose parents came over from Italy ten years ago, and speak little English, or the child of American parents whose home is without books, the amount of good literature appealing to such children is small. Still smaller is the total number of different complete books which are thus attractive. We think we have pretty much all there is of genuine literature, old and new, that children like, even if one includes the things which are enjoyed only by the exceptional child reared in the exceptional home. But it does not all appear on our list under the authors who wrote it. Prof. Charles Eliot Norton's name, for example, with his most admirable "Heart of Oak" books, conceals a relatively large body of classic literature. So does Horace Scudder's name with his "Children's book."

From the above statement of our difficulties, and our situation, which I believe to be fairly typical, it will be seen that guardians of books for children need several things. We need more books by classical authors, English and American. A collection, for example, of two or three hundred volumes each containing some of the work of one writer only, and each presenting itself to the children as a book by that writer and of his works. Too often now a child gets a story here, part of a story there, an essay or a poem elsewhere, all by the same person, and they give him no clear impression of the personality of the author, his style, and the material he deals with.

We need more good biographies, in small volumes, a person in each volume. The whole field of American history, for example, should be treated in a series of not less than 100 brief biographies. They should not, of course, be "written for children," as that phrase is too often understood, yet should be within the range of comprehension of a child of fourteen. I believe a large number of libraries in this country would buy, in large quantities sets of inexpensive, tho honestly made, brief biographical series of eminent Americans.

We much need books descriptive of the life of people of other lands, particularly of young people. Many attempts have been made to furnish this sort of material. Most of them are not very successful. I believe there could be compiled from existing books of travel, for young people and adults, a series of pictures of the life in other lands which would be very welcome to librarians. They should be well illustrated, brief, should contain a little adventure, and should above all things be sympathetic with the children they tell about.

Our next need is of exclusion. Our tendency at present is to put too many of the books "published for children" in our children's room, too many different kinds, I mean. Our list of stories, for example, should include only the very best. Few boys who ever use a library will cease to use it because its story books for boys number only two or three hundred titles. Any boy who has read all the books on such a list that interest him, and cannot then read the simpler books of adventure written for his elders, should not be catered to by the public library. I see no reason why we should muddy the fountain for all for the sake of a few.

Another and a pressing need is for books for the very young. Simple, sensible, interesting stories to fill the space between Mother Goose and Miss Alcott. A reading hunger seizes many children as soon as they have acquired the reading art and for

them, while their vocabulary is small, there is little that is good.

In these matters the librarian can be greatly helped by teachers, and this is the whole point of this article. We particularly need to have our story books, especially the current ones, as well as our books on nature, travel, history, biography, etc., examined by persons who are experienced in children, who are interested in their reading, and who take note of the effect of that reading on them.

Here in Newark, as my previous article shows, we have several thousand books going into the hands of young people, under the direction of several hundred teachers. We expect to get from these teachers helpful criticisms of books they are using.

Of the books in our children's room we like to say: "They are so sound and wholesome that they must help any child who uses them; a few of them, at least, appeal even to the boy who is still saturated with nickel libraries. Any child who begins to make use of it, even if he starts on the lowest round of boys' adventures, will find himself

reading on and up until, almost before he is aware, he has met some of the great writers and learned to enjoy them."

"I've Gotto Go to School."

By JOHN L. SHROY.

Where is the good ol' summer time that I've so lately known?

It's gone 'way back an' settled down an' left me sad an' lone.

Where is the kite I used to fly? Go ask the high pole wires.

Where is the little yacht I made? Broke up for makin' fires.

Where are the nice long tramps I took? And where's the swimmin' pool?

Them things is gone for mother says, I've gotto go to school.

Good-by to forts that I have dug, to places where I've played.

Good-by to trees that I have clum, to friends that I have made.

Good-by to rollin' on the grass, a-humin' good ol' tunes.

Good-by to doin' as I pleased in long ol' afternoons. Las' night I heard my father say, "It seems a kind of shame,

To stop that boy from runnin' wild, and settle down so tame.

Let's keep him home a week or so until it gets more cool."

But mother shook her head and so, I've gotto go to school.

Good-by to sayin' "aint" an' "got," an' "me" instead of "I."

Goodby to every thing but set an' be as good as pie. I'll bet I'll be the very first to break some kind of rule.

No use to kick when mother says, I've gotto go to school.

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NEW YORK, CHICAGO, and BOSTON.

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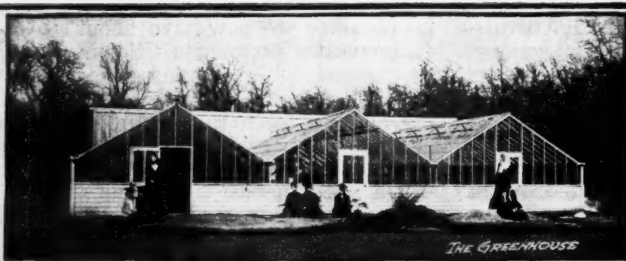
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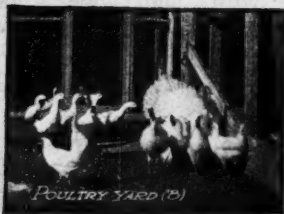
FLORICULTURE



THE GREENHOUSE



POULTRY YARD (A)



POULTRY YARD (B)



SUPPER LECTURE ROOM



ATHLETIC GROUNDS



CLOCK ROOM

Girls' Industrial College of Texas, at Denton.—Cree T. Work, president.

Beautiful School Grounds.

Few communities are unresponsive to the demands for pleasant grounds around the schools. The tender care that the children bestow upon these grounds is surprising to those who felt that to protect the shrubs and flowers from school-boy vandalism would be the heaviest task. Such theoretically feared vandalism is extremely rare. This fact alone proves the innate love of the children for natural beauty.

At the outset it must be determined whether the grounds will be laid out in a formal or a natural style. Either is satisfactory, but one or the other must be chosen and adhered to. The size of the grounds will probably best determine the choice. If the plot is small, a formal arrangement looks very well. If the grounds are of some extent, the more natural disposition of trees and shrubbery produces the best effect.

The trees should be planted before the shrubs and plants are set out. They mark the general features of the landscape and a good placing of them will require much care. Never adopt the orchard style. That is formality carried beyond the rigidity which beauty allows. Groups of three trees produce a very pleasing effect, and the large growing varieties look well in the rear, as forming a sort of background to the landscape.

Shrubs are indispensable. The taller kinds make effective walls against which to display lower-growing plants, and also in screening off objectionable views. Along the foundation of the school building, in angles formed by it or by walls, at entrances, they always give a beautiful impression. If the ground is elevated from the street, and has steps leading up to it, a heavy border of drooping shrubs will make a singularly inviting entrance.

No matter how handsome the building is, the Boston ivy (*Ampelopsis veitchii*) will add to its attractiveness, while it often transforms a hideous structure in a manner that seems miraculous. The most intricate architectural design is given by it an enhanced beauty. The advantage of planting the ivy should never be overlooked.

The use of flowering plants is the most perplexing question in ornamentation. They require great care, and their utility must vary widely with the situation of the school. No general rules are here practicable, except that complicated designs in flower beds, such as stars and crescents, are hardly advisable unless expert care is always at hand, and that above all things the lawn should not be cut up too much. The center should always be kept open. Let the eye have a chance to roam. Borders along walks, and beds near the walls of the building are the safest attempts.

When it is realized at how little expense, and with comparatively little labor, a bleak exposure can

be turned into an artistic surrounding, which will soothe every passing eye and feed the children's natures with all manner of desirable tonics, few school buildings will be left standing barren in the wind. A little thought, a little care, and such a great return!

The teacher of a country school had read to the class the story of the landing of the Pilgrims, and after she had finished she requested each child to draw, from his or her imagination, a picture of Plymouth Rock.

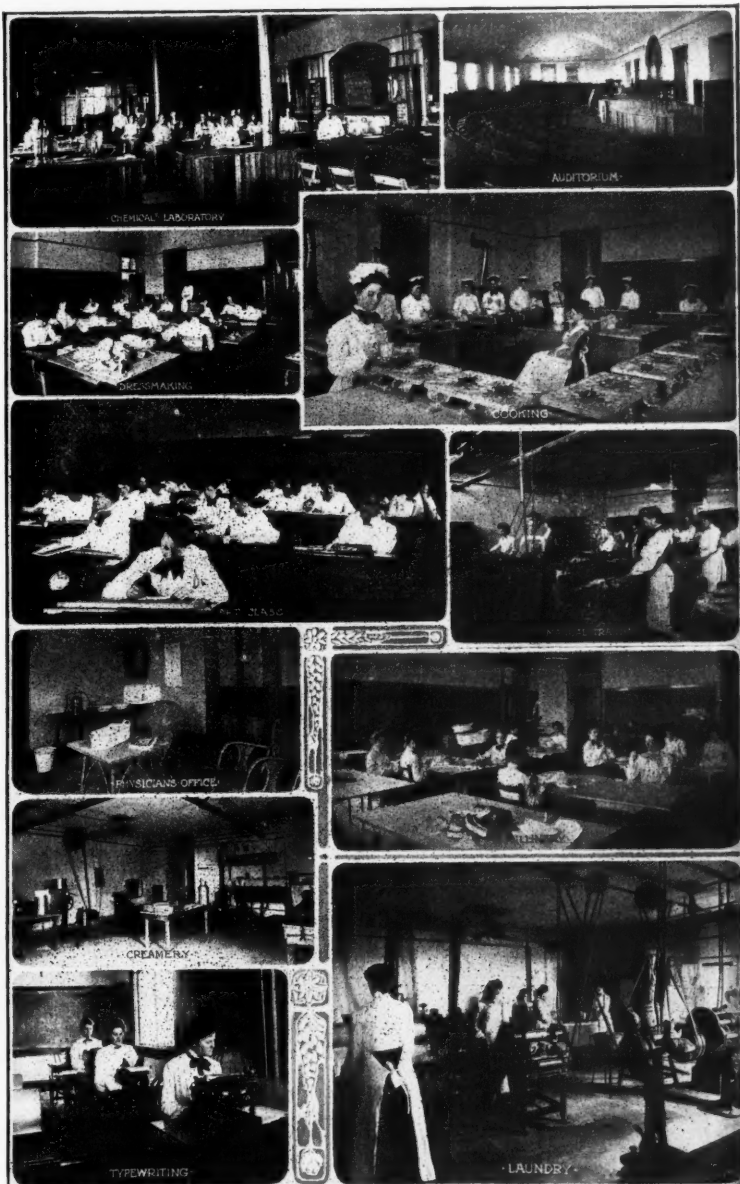
One little fellow hesitated and at length raised his hand.

"Well, Willie, what is it?" asked the teacher.

"Please, ma'am, do you want us to draw a hen or a rooster?"—*Philadelphia Telegraph*.

Mr. "Arthur Pendenys" has sent an amusing Belinda letter to the November *Critic*, in which he speaks with especial delight of the hero of Saki's late novel "Reginald," who on becoming a poet, writes:

"Cackle, cackle, little hen,
How I wonder if and when
Once you laid the egg that I
Met, alas! too late. Amen."



Chemical Laboratory, Dressmaking, etc., of the Girls' Industrial College of Texas.

Chicago Vacation Schools.

Great Britain's acting consul at Chicago, has prepared for his government a report upon the rapidly growing system of summer vacation schools of that city. Eight years ago a determined attempt was made by the women's clubs in Chicago to grapple with the problem of the use of vacation time in the case of poor children. It was finally arranged that some of the public schools should be opened during the six weeks' holiday for the mornings of five days in the week. The children were not, however, to come to "school" in the usual meaning of the word, but were to receive a course without books or pen and ink, which should be directed towards brightening their time, chiefly by nature study, drawing, and music, physical culture, and manual work. The teachers were chosen from those who volunteered for this special work, and they were paid an average of \$60 for the six weeks. In addition to these were strict volunteers, who received no pay, and as many students from the Chicago training school for teachers as there were regular teachers. The only allowance for students was car fare. From these beginnings the scheme grew rapidly.

Children are admitted in order of application upon presenting a voucher from their public school principal or person in a similar position, or, sometimes, from the "truant officer." The boys average ten years of age, the girls nine years; the cost for each child is about 10s. The cost includes all school work and the weekly excursions, which are a special feature of the program. The Washington school has a specialty in pottery and clay modeling. The Jones and Dante schools have house-keeping classes. The Burr school has a kitchen garden. There are blind pupils at the Adams school, and deaf mutes at the Burr, O'Toole, and Foster schools.

The scheme of the vacation schools includes one excursion each week for each school, which means,

as there are now eight schools, at least one excursion every day of the six weeks, except Saturday and Sunday. Not a single accident of a serious nature has occurred either on trams, railroads, or steamboats. Latterly the time of the excursion has been curtailed because the attendance on the following day was found to fall off.

The following is a description of a typical excursion: "Just before nine o'clock the 700 children of the Foster school were marshaled. Every child had a tag bearing the name and address of the bearer. The loading up in street cars was done promptly, hardly more than five minutes passing between the arrival of the cars and their departure west for Thatcher's park on the banks of the Desplaines river. The walk to the park, about a quarter of a mile, was made without keeping step. Immediately on reaching the place, everyone scattered and most began with lunch. Lunch over, the children played games, or wandered around, or picked flowers, or bathed, or fished for crayfish, and generally got saturated with fresh air and sunlight, under the trees and in the long grass. They behaved wonderfully well. After two hours on the river bank the school marched back to the cars in the same manner as before.

The only respect in which this account is not typical of all outings is that it does not cover the phase of the water outing, when the children spend part of the day either at a swimming bath or on the shore of Lake Michigan. Outings of this type were arranged for all the schools.

The domestic class may be usefully cited as exhibiting in a clear way the aims and methods of the Chicago vacation schools. The Dante school had no convenience for such a class, a large space in the basement which had no furniture whatever being its only accommodation. With the small sum of money available, some kettles and a range were bought, a tub, some muslin for the curtains, some green burlap at 12½ cents per yard, crockery at \$1.35 per dozen, curtain rods at 10 cents, and a



Educational Exhibit of West Virginia at the St. Louis World's Fair.—State Supt. Thomas C. Miller, General Organizer and Superintendent.

quantity of material for tablecloths. The class, all girls, cut out and hemmed the curtains, napkins, and all other domestic linen, and worked until they had completed a kitchen, wash-house, and bed-room. Before the end of the six weeks the basement had become a model "downstairs" establishment. The class of girls who received these instructions had homes where they did not receive any domestic instruction at all at any time of the year. They were so backward that at the begin-

ning of the vacation the limited knowledge of the class did not go far enough to put the dinner plates in their proper places on the table, but the work was so well taught that in the last fortnight the table was properly laid for eight, with tablecloth, flowers, knives, forks, plates, napkins, etc., and a three-course lunch was cooked and served by the same girls. In all eighty girls received efficient domestic instruction at a total cost of about ninety dollars.

From King's College to Columbia University—1754-1904.*

By President Nicholas Murray Butler.

The first president of King's college found the writings of Bacon and of Newton to be novel and revolutionary. Stirred by their teachings he became, while still a tutor at Yale college, the chief influence in displacing, on these shores, the Ptolemaic conception of the universe for the Copernican. From Ptolemy to Darwin, then, and on to a world of divisible atoms and newly discovered forces, stupendous, but hidden, whose nature we only partially apprehend and comprehend not at all, so far is it from King's college to Columbia university.

A host of commonplaces of our modern thought were unknown to the generation which hailed the foundation of King's college. Newton had been dead but seventeen years, and his doctrines were as new and as startling to the rest of the world as they have been to President Samuel Johnson. Kant, who was destined to give its decisive character to modern philosophy, was but thirty years of age, and had not yet taken his university degree; perhaps no one outside of Königsberg had ever heard his name. Rousseau, the connecting link between English revolutionary theory and French revolutionary practice, was in middle life and already becoming famous. Linnæus and Buffon were laying the foundations of a new natural history, but Lamarck, who was to reveal the modern theory of descent, was only a child of ten. Laplace at the tender age of five, and Lavoisier, at eleven, could not yet be recognized as likely to make massive contributions to the sciences of mathematics and of chemistry. Of the publicists who were to guide the thought of English-speaking men at a great crisis, Burke was but six years out of Trinity college, Dublin, and had not yet entered Parliament; Washington was a youth of twenty-two, skirmishing with the French in what was then the far West; Jefferson was a boy of eleven at play in Virginia; and Hamilton was unborn. The new university at Göttingen had been opened in 1737 with that liberty in teaching which was to build up the noble ideal of science as an end in itself that has since come to be the inspiration of every true scholar. But Halle and Göttingen, the first of modern universities, were wholly unknown in America, and Oxford and Cambridge were anything but safe models for the new College of the Province of New York to follow. Dean Swift declared that he had heard persons of high rank say that they could learn nothing more at Oxford and Cambridge than to drink ale and smoke tobacco. Dr. Johnson found that when at Pembroke college he could attend lectures or stay away, as he liked, and that his gain was about the same either way. The poet Gray committed himself to the opinion that Cambridge must be the place once called Babylon, of which the prophet said the "wild beasts of the desert

shall lie there; and their houses shall be full of doleful creatures; and owls shall dwell there, and satyrs shall dance there"; and "the forts and towers shall be for dens forever, a joy of wild asses." Just at this time Gibbon had completed the period of residence at Magdalen college, which he afterwards described as the most idle and unprofitable of his whole life. These harsh judgments are supported by the historian of Oxford, Warden Brodrick, who says explicitly that at this period the nation had lost confidence in Oxford education.

It was into a world of knowledge and thought totally different from ours, that King's college was born a century and a half ago.

These provinces were remote in those days, and their settlers were chiefly bent upon material development and upbuilding. For the journey across the Atlantic to consume from four to six weeks was not unusual. Learning was of necessity at a low ebb, for the scholarly men who were among the first settlers had passed away and their children and grandchildren, born in the colonies and reared there, had not much chance for a broad or prolonged education. Harvard college had been in existence for a century and a quarter, and Yale for half a century, but both were hard pressed for means of subsistence, and their intellectual outlook was a contracted one. Jonathan Edwards had written, a few years earlier, that he took "very great content" from his instruction at Yale, and that the rest of the scholars did likewise. The College of New Jersey had recently begun instruction at Elizabethtown, and just as King's college opened its doors, ground was breaking at Princeton, for the first building of its permanent home. In Philadelphia Franklin was urging on the movement that was soon to give a college to that prosperous city, and thruout the colonies generally the need for a higher type of education was felt and efforts were making to supply it.

Then, as now, New York was often described as a city given over to trade and commerce to the neglect of higher and better things, but there is evidence that while the citizens were gaining the material substance with which to support a college, they were not neglectful of the fact that a college was sorely needed among them. For fully fifty years the idea of a college for the province of New York had been mooted, and general sentiment was favorable to it; but it was not until 1746 that the first step was taken to bring about the desired end. On December 6 of that year the legislature of the colony passed an act authorizing the raising of the sum of £250 by public lottery "for the advancement of learning and towards the founding of a college." The preamble of this act clearly shows that there was a widespread conviction that the welfare and reputation of the colony would be promoted by laying a proper and ample foundation for the regular education of youth. Other similar

*An oration in commemoration of the one hundred and fiftieth anniversary of the foundation of King's college, delivered at Columbia university, October 31, 1904.

acts followed, and by 1751 nearly £3,500 had been raised by lottery for erecting a college. We smile now at the thought of supporting education thru lotteries, but the practice was quite common in those days. Indeed, the lottery, which appears to have been a Florentine invention of some two hundred years earlier, had been invoked by Parliament the very year before that in which the charter of King's college was granted, in order to endow the British museum. To purchase the Sloane collection, the Harleian manuscripts, and the Cottonian library, which collections formed the beginning of the British museum, and to put the new institution upon its feet, the sum of £300,000 was authorized to be raised by public lottery.

The sum of £3500, or thereabouts, raised by lottery for the college, was vested in trustees who were empowered to manage it, to accept additional contributions, and receive proposals from any city or county within the colony desirous of having the college erected therein. On May 20, 1754, these trustees, thru William Livingston, one of their number, petitioned the lieutenant-governor, James De Lancey—the unhappy Governor Osborn having taken his own life, and no successor being yet appointed:—to grant a charter of incorporation, either to them or to such other trustees as might be chosen, “the better to enable them to prosecute the said design of establishing a seminary or college for the instruction of youth.” This petition also recited the fact that additional support had been found for the proposed college, in that “the Rector and inhabitants of the City of New York, in communion with the Church of England, as by law established, being willing to encourage the said good design of establishing a seminary or college for the education of youth in the liberal arts or sciences, have offered unto your petitioners a very valuable parcel of ground on the west side of Broadway, in the west ward of the City of New York, for the use of the said intended seminary or college, and are ready and desirous to convey the said lands for the said use, on condition that the head or master of the said seminary or college be a member of and in communion with the Church of England as by law established, and that the liturgy of the said church, or a collection of prayers out of the said liturgy, be the constant morning and evening service used in the said college forever.” The petitioners obviously favored the acceptance of the conditions attached to the proposed grant, for they went on to say that they considered the site proposed to be “the most proper place for erecting the said seminary or college.” This ground was part of the well-known King's Farm, which had evidently long been in mind as the site of the college of the province. For as early as 1703 the vestry of Trinity church, before putting the farm out on lease, appointed the rector and churchwardens to wait upon Lord Cornbury, then governor, in order to learn what part of the farm he designed to use for the college which he (Cornbury) planned. It was March 5, 1752, when the vestry made the formal proposal to the commissioners appointed to receive proposals for the building of a college, and thereafter matters progressed speedily.

On Oct. 31, 1754, James De Lancey, lieutenant-governor and commander-in-chief of the province of New York, signed the charter and attached thereto the great seal of the province. King's college “for the instruction and education of youth in the learned languages and liberal arts and sciences” was legally born. It is that act which we joyfully celebrate to-day.

It would not be profitable now to dwell upon the long and heated controversy that accompanied the foundation of the college. The seeds of the coming Revolution had already been sown, and in matters

civil and ecclesiastical there were sharp differences of opinion among the colonists. On the one hand it was felt that the conditions attached to the grant of land from Trinity church were an unwarranted attempt to make the new college of the province a sectarian institution, and that the charter should have come from the assembly rather than from the king. In reply it was urged that no conditions were thought of by Trinity church until ground had been given for the belief that there was an intention to erect a college that should have no religious associations whatever; and that then only those conditions were imposed which, liberally interpreted, would assure to the college a Christian, but by no means a sectarian relationship and influence. The history of the college fully bears out this view. As to the origin of the charter, it may well be that the trustees of the original fund raised by lottery, subsequently increased by a grant from the excise moneys, were moved to petition the lieutenant-governor rather than the assembly for a charter, just because of the acrimony of the existing controversy and the fear of its results. However this may be, the charter itself is a striking paper and one that represents a point of view and a liberality of mind far in advance of its time.

The charter makes express mention of the fact that the college is founded not alone for the inhabitants of the province of New York, but for those of all the colonies and territories in America as well. Here, in foresight and in prophecy, is the national university that Columbia has since become. The charter assumes a public responsibility for the new college by naming as trustees, *ex-officiis*, a number of representative public officials. Here, in foresight and in prophecy, is the close relationship between the city and the college which has existed from that day to this, the more helpful in recent times because unofficial. The charter assures the liberality of the college in matters ecclesiastical and religious by designating as trustees, *ex-officiis*, the rector of Trinity church, the senior minister of the Reformed Protestant Dutch church, the minister of the ancient Lutheran church, the minister of the French church, and the minister of the Presbyterian congregation. The very next year the governors of the college united in a petition, which was granted, asking for power to establish a chair of divinity, the right to nominate for which should lie in the minister, elders, and deacons of the Reformed Protestant Dutch church of the city. Here, in foresight and in prophecy, is that respect and regard for the Christian religion, and that catholicity of temper and tolerance of mind which mark Columbia university of this later day. The charter expressly provides that no law or statute shall be made by the trustees which tends to exclude any person of any religious denomination whatever from equal liberty and advantage of education, or from any of the degrees, liberties, privileges, benefits, or immunities of the college on account of his particular tenets in matters of religion. Here, in foresight and in prophecy, is this splendid company of scholars and of students in which every part of the civilized world and every variety of religious faith are represented, all without prejudice.

This was a notable charter to be granted at a time of bitter religious controversy and prevailing narrowness of vision, and the steps taken under it were worthy of its far-reaching provisions.

(To be continued.)

The meeting at Denver of the Christian Endeavor Societies arouses thought, for these are composed of young people, many of them yet in school. At Chautauqua one speaker said these societies were a complement of the public schools, teaching the religion they failed to do.

Notes of New Books.

First Principles of Agriculture, by Emmet S. Goff, late Professor of Horticulture, University of Wisconsin, and D. D. Mayne, Principal of the School of Agriculture, St. Anthony Park, Minn.—The need, that the fundamental principles of agriculture should be taught in rural schools, seems self-evident, and this volume is well adapted to serve as a text-book in this important subject. Intelligence in tilling the soil increases the farmer's profits and lessens his labor, while the boys and girls on the farm will find new interest in the daily tasks, when they understand clearly the scientific principles underlying agricultural operations. The subject is well presented. The various topics pertaining to the farm being taken up, lesson by lesson, accompanied by suitable simple laboratory experiments in illustration.

This book is not only well suited to rural schools, but, as all children love nature, many of the lessons could be used to advantage in city schools also. The numerous illustrations and neat typographical effect of this volume add much to its attractiveness, and, though written for the boys and girls on the farm, the elders of the family will also find much in it to interest and to help them in the problems which daily confront the farmer. (American Book Company, New York, Cincinnati, Chicago.)

In the *Geography of New York*, Floyd R. Smith and Arthur C. Perry, Jr., have described the Empire state and New York city, as regards geography, industry, commerce, and education, and have added those historical touches without which the volume would be incomplete. It is a little book of only 135 pages, and the wonderful amount of information contained in it shows what good judgment has been used in selecting the facts. There are finely colored maps of the state and of New York City, besides a large number of diagrams and reproductions of photographs. (American Book Company, New York.)

Grammar School Algebra, by A. W. Potter.—This book was prepared to meet the growing demand for algebra in the grammar schools, and it is calculated to bridge over the gap between the use of figures and the use of letters to denote unknown quantities. The author accomplishes this by gradual steps, so that the pupils arrive at a comprehension of the meaning of symbols without that mental haze usually possessed by the beginner in algebra. The work provided for covers a year, with a review and an extended development in the second half. (American Book Company, New York.)

Elements of Plane and Solid Geometry, by Alan Sanders, of Hughes high school, Cincinnati, Ohio, is intended for the use of classes in high schools, academies, and preparatory schools. We desire to call attention to the distinctive features of the work. By the omission of parts of demonstrations the student is forced to rely more on his own reasoning powers, and is prevented from falling into the habit of memorizing the text. As soon as a proposition has been mastered the student is required to apply its principle. All constructions are given before they are required to be used in demonstrations. Exercises involving the principles of modern geometry are given under their proper propositions. As the omission of these exercises cannot affect the sequence of propositions, they may be disregarded at the discretion of the teacher. Whenever possible the converse of a proposition is given with the proposition itself. Besides the exercises directly following each proposition, miscellaneous exercises are given at the end of each book. (American Book Company, New York.)

The Moral System of Shakespeare, a popular illustration of fiction as the experimental side of philosophy, is a volume by Prof. Richard G. Moulton, of the University of Chicago, who is the author of several other books on literature and a deep student of the drama and of life. The critic and the commentator have presented Shakespeare before us in many ways, but to the mind with a philosophic bent there can be no more fascinating theme than that relating to the morals inculcated by his writings. It must not be understood, however, that Shakespeare consciously framed a moral system, but one can draw upon the vast treasure house of his plays for the formation of such a system. The contents of these thirty-six plays make a world of their own, and the writer very justly deduces from them a moral system, because they take in the whole range of human interests. He who cannot find moral lessons in Julius Cæsar, Macbeth, Othello, and other plays must be dull-sighted indeed. As the text is intended for the general reader, technical discussion has been excluded from it. In the appendix, however, have been placed formal schemes for the formation of each of the Shakespearean plays. These do not follow the current schemes of plot analysis. The author has adopted a method that allows dramatic movement to fall into second place, while the chief place is given to the multiplication of stories, which is the essence of the Romantic drama, and to the exquisite effects of balance and symmetry which make its artistic glory. (The Macmillan Company, New York.)

The Graded City Speller, is the name given to a series of little books by William E. Chancellor, superintendent of the schools of Bloomfield, N. J. This series includes the following: Second Year Grade, Part I.; Second Year Grade, Part II.; Third Year Grade, Part I.; Third Year Grade, Part II.; Fourth Year Grade, Part I.; Fourth Year Grade, Part II.; Fifth Year Grade. The books are compiled from lists of words actually taught, during recent years, in the schools of six different cities of the United States. These lists have been edited in consultation with experienced teachers. The general plan incorporates a review of drill words from the lessons of the preceding year, daily advance lessons, the use of all the important words in sentences, frequent reappearance in the sentences of the difficult words, and syllabication of all spelling words. The words selected are those the children need to know perfectly. (The Macmillan Company, New York.)

The Essentials of Composition and Rhetoric, by A. Howry Espenshade, M. A.—The author presents the essentials and furnishes the student with suitable services. The book is designed for the high school and the freshmen class in college. It is intensely practical; the author puts himself in the place of the teacher and proceeds to explain principles and give out exercises; these latter we deem to have extraordinary value. In fact the author set before himself the task of producing a book that should be one of the self-teaching sort. It arouses an interest in the student to know and apply principles to his writing. (D. C. Heath & Co.)

Primary Arithmetic, by David Eugene Smith, Ph.D.—This volume of 250 pages has been prepared by one of the ablest mathematical instructors in the country. Prof. Smith is at the head of the mathematical department of the Teachers' college, and thus in a position to prepare a model book for primary teachers. In sequence of topics, in selection of problems, and in suggested methods, this book will fulfil all expectations. There are illustrations also that are well devised. The material is devised for a four-year course. (Ginn & Company.)

A Grammar School Arithmetic, by David Eugene Smith, Ph.D., Prof. of Mathematics at the Teachers' college, N. Y. city.—Here are preserved the best features of the arithmetic as known to the majority of teachers. It follows the topical system and offers abundant problems well divided for good steady progress. The problems are drawn from the life of to-day, the meaningless ones so often put before the pupil being discarded. They are calculated to arouse a genuine interest and give a correct idea of business customs as well as unfold the underlying principles. It is a well planned and well wrought out work for the grammar school pupil. The suggestions are such as will stimulate as well as aid the pupil at school or at home. (Ginn & Company.)

Manual to Accompany Lessons in Language and Grammar, by Horace S. Tarbell, LL.D., and Martha Tarbell, Ph.D.—Most of our readers are acquainted with that excellent help to the study of language, and will welcome this manual that the authors have prepared. It takes up the book, section by section, and shows the main points to be covered in teaching. (Ginn & Company, Boston.)

A Reader's History of American Literature, by Thomas Wentworth Higginson and Henry Walcott Boynton, is based on a course of lectures delivered during January of 1903, before the Lowell institute in Boston. They concentrate attention on leading figures, instead of burdening the memory with a great many minor names and data. The lectures were revised and cast into book form, and the apparatus necessary for their use as a text-book supplied. The authors are classified as Puritan writers, secular writers, those belonging to the New York period, the Philadelphia period, the New England period, the Cambridge group, the Concord group, and the Southerners, and Westerners. It is hardly necessary to call attention to the value of the critical opinions of such a writer as Higginson. This book, while not large, will give the reader a literary perspective that will be invaluable to him during the course of his future studies. It has a portrait of Emerson and many specimens of the handwriting of authors. (Houghton, Mifflin & Company, Boston.)

Memoirs of a Child is a little book in which Annie Steger Winston describes the impressions made on the mind of an imaginative being by persons and things during the early years of life. The chapters are very evidently made up of the author's recollections of childhood, and very vivid recollections they are and described in beautiful language. The beginning of the first chapter gives the keynote to the whole book: "Once upon a time there was a child whom the moon followed when she walked; which seemed to the child interesting, but not especially wonderful, tho she wondered at many other things. There was no reason to her mind why the moon should not follow her; why thunders and lightnings should not mark the displeasure of heaven at her childish peccadilloes, or the rainbow shine out as a special and peculiar token for good. There was in her world no tire-some, inexorable Uniformity of Nature. Anything might happen, and whatever happened, happened to her." Could

the child's attitude toward her surroundings be more admirably expressed? In the same way the child's thoughts are put into adult expression thruout the chapters on people, the garden, and a few relative things, divers delights, playthings, dreams, and reveries, bugbears, school, books, etc. Anyone who loves children will find pleasure in this book, but the teacher who should study them professionally can extract from it a large amount of profit. (Longmans, Green & Company, New York. Price, \$1.00.)

The Episcopalians, by the Rev. Daniel Dulany Addison, a clergyman of the diocese of Massachusetts, is the latest contribution to the series covering the "Story of the Churches." It is a little book, yet it presents a fairly adequate account of the history of the Church of England from the scanty records of the ancient British church down to the beginning of the eighteenth century, when the narrative is transferred to America, and the history of the Episcopal church in this country is given. The sense of proportion is excellent, a most difficult acquirement when a story covers so many centuries; the condensation is very great, yet never interferes with the ease of the style, and the entertainingness of the narrative, which flows with unusual vivacity over many ages. The aggregation of historical facts is absolutely to be relied upon.

That reliance refers, of course, to the facts only, as each person must have his own interpretation for those facts. Mr. Addison's is very just, however, and he is able to express in a short chapter much of the spirit of the time concerning which that chapter treats. The early history of the church in America is treated best, the account of the Puritan conflict in England being rather one-sided. One would suppose, merely from reading the account in this book, that not a word could be said against Puritan ideals or Puritan history, and that the church of England was altogether in the wrong in every particular during the struggles with the Puritans.

The plan of the book had evidently much thought, but the writing shows signs of haste. The author is evidently not a trained theologian. Few of Mr. Addison's fellow church members would be at all satisfied with his vague interpretation of the Holy Eucharist. (The Baker & Taylor Co., New York.)

Olcott's Outline Atlases are among the best helps lately devised for the study of history and geography. The lands, water-courses, mountains, etc., are outlined, but nothing is named. The pupil is left the very profitable work of naming the natural divisions and putting in the cities. So far there have been issued, No. 1, United States History; No. 2, English History; No. 3, Ancient History; No. 4, Grecian History; No. 5, Roman History; No. 6, European History. These atlases consist each of twenty-five assorted maps, perforated, together with strong flexible cover and paper fasteners for binding. By this "loose leaf" arrangement the maps can be rearranged if desired to correspond with the particular text-book in use. Each atlas contains suggestions for the use of same. (J. M. Olcott & Company, New York and Chicago. Price, 20 cents each.)

Burke's Speech on Conciliation with America is edited for the Gateway Series by William MacDonald, LL.D., professor of history in Brown university. The editor has sought to treat Burke's speech, not as a literary puzzle for the student, or as a medium for the display of learning, but rather as a great argumentative discourse whose interest for American youth ought always to be historical as well as literary. The frontispiece is a portrait of Burke. (American Book Company, New York.)

Notes on Recent German Texts.

By PROF. PAUL GRUMMANN, University of Nebraska.

The only serious objection to the *Scientific German Reader*, by George Theodore Dippold, Ph.D., professor of modern languages at the Massachusetts Institute of Technology, has been that the material offered at the beginning is too difficult for students who are beginning work of this kind. This new and revised edition obviates this objection entirely, and makes this book an unusually satisfactory one. The book is of a high order and holds students to honest, serious efforts. The composition exercises, forming an unimportant appendix, are pedagogically an oddity, since they make the composition work a kind of ingenious patchwork of idioms. (Ginn & Co., Boston.)

Otto Ernst's well-known comedy, *Flashmann als Erzieher*, will find a ready acceptance on account of its interesting plot, its colloquial vocabulary, and the insight which it gives into German school life of the older and newer type. The carefully prepared notes of this edition, by Elizabeth Kingsbury, A. M., discuss adequately the numerous difficulties of the text. The book is not only of interest to the special teacher of German, but will be read with interest by teachers generally. (Ginn & Co., Boston.)

A German Reader, with exercises based upon the text, for first reading in German. Selected and edited with notes and vocabulary by William Herbert Carruth, Ph.D., professor of Germanic languages and literatures in the University of

Kansas.—The author has exercised good taste and judgment in making his selections and in grading them properly. German connected reading matter is offered from the beginning. This includes selection from Niebuhr, Andersen, Grimm, Zschokke, Hauff, and Benedix. The poems which are edited are suggested for memorizing and include some of the excellent translations of Freiligrath from the English. The best portion of the book is the set of exercises, which are universally well graded, and lead the student from drill in declensions to independent expression. (Ginn & Co., Boston.)

German Composition, with a review of grammar and syntax and with notes and a vocabulary by B. Mack Dresden, A. M., instructor in German, State Normal School, Oshkosh, Wisconsin.—The connected exercises which the author has edited for translation offer that type of German which will naturally appeal to the second year student, since the subject matter is not special, but general. The author expressly avoids anything literary in nature, since he believes that material of that kind is beyond the capacity of the student. The last selection consists of a translation of Seidel's *Leberecht Hühnchen*. The review of the grammar ought to be unnecessary for second-year students, but contains some very helpful hints. (American Book Company.)

Undine in *Eine Erzählung von Fonqué*, with introduction, notes and vocabulary, by J. Henry Senger, Ph. D., associate professor of German in the University of California.—Professor Senger has edited Fonqué's *Undine* with notes and vocabulary. The brief introduction which discusses the author and the literary movement of which he was a part is unusually well written. The editor has slightly abridged the story. (American Book Company.)

Der Trompeter [von Säkkingen, Ein Sang vom Obershein von Joseph Viktor von Scheffel. With introduction, notes, and vocabulary by Valentine Buehner, teacher of modern languages in the high school at San Jose, Cal.—This edition of "Der Trompeter von Säkkingen," contains a very sympathetic review of the author's life and of the genesis of the poem. The foot notes, though brief, give sufficient historical explanation to make the idioms discussed intelligently, and give an insight into the many allusions of the poem. The vocabulary should not have been added, since students of an advancement sufficient to read this text should use a dictionary. (American Book Company.)

Easy German Stories, edited with exercises, notes, and vocabulary by Philip Schuyler Allen, Ph.D., assistant professor University of Chicago, and Max Batt, Ph.D., professor of German in State Agricultural college, North Dakota.—The stories presented in this edition are all accessible to American students in shorter text editions, but the present editors present them together as a reader for beginners. Short German biographical notes of the authors are prefixed and suggestive exercises for translation and conversational drill are appended before the usual notes. A grammatical appendix of sixty-seven pages, by Miss Becker of the University of Chicago is appended. The wisdom of binding this into the book is to be questioned since students should have a reference grammar for all the reading which they intend to do, hence this would seem duplication to some extent. (Scott, Foresman & Co., Chicago.)

German Conversation Course, consisting of a graded series of object lessons, dialogs, and grammar, by Bernhard Kuttner, instructor of German in the public schools, New York city. Sections I and II.—The character of the colloquial exercises in this book cannot be commended too highly, since they are thoroly adapted to the real interests of the child, and consist of connected and related matter. The grammar is not deduced from the reading matter, but independent exercises in grammar alternate with conversational exercises giving variety to the work. The introductory exercises on reading and writing are somewhat technical and should be illustrated by easy sentences rather than by words alone. (The Morse Company, Chicago.)

Coming Meetings.

Nov. 11.—New England Superintendents' Association in the hall of the Latin school, Boston. Pres., Supt. T. W. Harris, Keene, N. H. Sec'y-Treas., Supt. Alfred C. Thompson, Wakefield, Mass.

Nov. 12.—Newark Library, Newark, N. J., music department of the New Jersey State Teachers' Association, at 10 a. m. John Tagg, president.

Nov. 25.—Massachusetts Teachers' Association, and Massachusetts Council of Education, at Boston.

Nov. 25-26. Northwestern Nebraska Educational association at Crawford. Pres., Charles S. Jones, Crawford; vice-pres., D. W. Hayes, Alliance; sec., Malinda Wagner, Chadron; treas., C. L. Hopper, Rushville.

Dec. 2-3.—Council of Supervisors of Manual Training, in the high school at Hartford, Conn. Pres., Dr. James P. Haney, New York; Vice-Pres., Walter Sargent, North Scituate, Mass.; Treas., William J. Edwards, Malden, Mass.; Sec'y, Edward D. Griswold, New York city.

Dec. 21-23.—Southern California Teachers' Association, at Los Angeles.

A Word to Authors.

"I hold every man a debtor to his profession, from the which, as men do of course seek to receive countenance and profit, so ought they of duty to endeavor themselves by way of amends to be a help and an ornament thereunto."—LORD BACON.

Under this quotation with which THE JOURNAL readers will be quite familiar, an anonymous writer presents in the Boston *Transcript* some highly interesting "confessions" of a bookseller. Authors will find them especially profitable reading. Of course, while the fundamental points refer with double emphasis to text-book writers, the case is somewhat different in the minor matters. With the far greater original cost in publishing a school book, and the decidedly more expensive machinery for marketing the product, a ten per cent. royalty, for instance, would as a general proposition be a prohibition tax upon the publisher. Here the situation is far more complex than in the general publishing field. Nevertheless the "confessions" contain sound advice.

The author of a very popular book, who has written another that will be as popular, wishes me to publish it, so he is kind enough to say; and he came to see me and asked on what terms I would bring it out. In these strenuous times he can dictate his own terms to his publisher; and I happened to know that two houses had made him offers.

I confess, since I am old-fashioned, that this method of an author shocks me. If he does not openly hawk his book and his reputation, he at least tempts one publisher to bid against another, and thus invites the publisher to regard it as a mere commodity. But I suppressed my dislike of the method and went straight about the business of getting the book, for I should like to have it.

"I will give you," I said, "twenty per cent. royalty, and I will pay you \$5,000 on the day of publication."

The words had not fallen from my mouth before I wished to recall them, for the publishing of books cannot be successfully done on these terms. There are only two or three books a year that can pay so much.

"I will consider it," said he.

Abject as I was, I recovered myself far enough to say: "No, the offer is made for acceptance now or never—before this conversation ends. I cannot keep it open."

"My dear sir," I went on, for I was regaining something of my normal courage, "do you know what 20 per cent. royalty on a \$1.50 book means? You receive thirty cents for every copy sold. My net profit is about four or five cents a copy, if I manufacture it well and advertise it generously; and I supply the money in advance. I make an advance to you; I pay the papermaker in advance of my collections, the printer—everybody; and I wait from ninety to one hundred and twenty days after the book is sold to get my money. My profit is so small that it may vanish and become a loss by any misadventure, such as too much advertising, the printing of too large an edition, or the loss of an account with a failed bookdealer. I have no margin as an insurance against accidents or untoward events. I am doing business with you on an unfairly generous basis. I am paying you all the money that book can earn—perhaps more than it can earn—for the pleasure of having you on my list. If I make money, I must make it on books for which I pay a smaller royalty."

"But I can get twenty per cent. from almost any other publisher," he replied, truthfully. "Why should I consider less from you?"

I could not answer him, except by saying:

"Yes, I am not blaming you—not quite; but there is a grave fault in the system that has brought about this general result. You may have forgotten that this high royalty is a direct temptation to a publisher to skimp his advertising. You expect generous advertising of the book. Well, I can never sign an order for an advertisement of it without recalling the very narrow margin of profit that I have. An order for \$500 worth of advertising will take as much net profit as I can make on ten thousand copies.

"Again, when I come to manufacture the book, I cannot help recalling that gilt letters on the cover will increase the cost by one cent or two cents a copy. You tempt me to do all my work in the cheapest possible way."

This use of royalties to popular writers is the most important happening of recent years in the publishing trade. Excellent as it is up to a certain point, there comes a time when it develops ruinous tendencies. If there is no money in the business, the business will speedily develop illegitimate practices, by which money will be made.

Not so long ago, ten per cent. was the usual royalty, and as the writer in the *Transcript* points out, ten per cent, is a fair bargain between author and publisher, on a book that sells only reasonably well.

Unless a book has a phenomenal sale, the publisher makes only a fair proportion of the profits, provided he brings out the book well and advertises it well, when he pays a ten per cent. royalty. If the book is one of the startling sellers of a decade, he can afford to pay more, but he takes the risk that it will not sell at all.

"Figure it for yourself. The retail price of a novel is \$1.50. The retail bookseller buys it for about ninety cents. The wholesale bookseller buys it from the publisher for about eighty cents. In some cases for even less. This eighty cents must pay the cost of manufacturing the book; of selling it; of advertising it; must pay its share toward the cost of keeping the publisher's establishment going—and this is a large and increasing cost; it must pay the author; and it must leave the publisher himself some small profit. Now if out of this eighty cents which must be divided for so many purposes, the author receives a royalty of twenty per cent. (thirty cents a copy) there is left of course, only fifty cents to pay all the other items. No other half-dollar in this world has to suffer such careful and continuous division."

Of course, the authors desire as high rewards as is compatible with safety and everyone desires that they should have them, but above the immediate returns, is the future of the author. A publisher's failure causes a wide-spread havoc among the writers. The sale of many good books absolutely ceases. The failures, which have been so numerous of late years, can be traced very often to the competition among the publishers.

The effect of this competition is thus shown in a true tale of a writer of good fiction: He made a most promising start. His first book, in fact, caused him to be sought by several publishers, who do not hesitate to solicit clients—a practice that other dignified professions discourage. The publisher of his first book gave him a ten per cent. royalty. For his second book he demanded more. A rival publisher offered him twenty per cent. The second book also succeeded. But the author in the meantime had heard the noise of other publishing houses. He had made the acquaintance of another writer whose books (which were better than his) had sold in much greater quantities. Of course, the difference in sales could not be accounted for by the literary qualities of the books—his friend had a better publisher than he—so he concluded. His third book, therefore, was placed with a third publisher, because he would advertise more loudly. Well, that publisher failed. His failure by the way, the report of the receivers showed, was caused by spending too much in unproductive advertising.

Here our author stood, then, with three books, each issued by a different publishing house. What should he do with his fourth book? He came back to his second publisher, who had, naturally, lost some of his enthusiasm for such an author. To cut the story short, that man now has books on five publishers' lists. Not one of the publishers counts him as his particular client. In a sense, his books are all neglected. One has never helped another. He has got no cumulative result of his work. He has become a sort of stray dog in the publishing world. He has cordial relations with no publisher; and his literary product has really declined. He scattered his influence, and he is paying the natural penalty.

If this running around among publishers, and being on a half dozen lists at once is a bad thing for the popular author of fiction, what is it for the technical writer? A fair publisher, once selected and giving fair treatment, should be stuck to. No sane man changes his lawyer or physician each time he needs such professional services. The confidence that grows up between the author and his publisher, the personal relations established, count for a great deal. The writer does himself a serious injury if he changes his publishing house without grave cause.

By Proxy.

What the Baby Needed.

I suffered from nervousness and headache until one day about a year ago it suddenly occurred to me what a great coffee drinker I was and I thought may be this might have something to do with my trouble, so I shifted to tea for awhile but was not better, if anything worse.

"At that time I had a baby four months old that we had to feed on the bottle, until an old lady friend told me to try Postum Food Coffee. Three months ago I commenced using Postum, leaving off the tea and coffee, and not only have my headaches and nervous troubles entirely disappeared but since then I have been giving plenty of nurse for my baby and have a large, healthy child now.

"I have no desire to drink anything but Postum and know it has benefited my children, and I hope all who have children will try Postum and find out for themselves what a really wonderful food drink it is." Name given by Postum Co., Battle Creek, Mich.

Both tea and coffee contain quantities of a poisonous drug called Caffeine that directly affects the heart, kidneys, stomach, and nerves. Postum is made from cereals only, scientifically blended to get the coffee flavor. Ten days trial of Postum in place of tea or coffee will show a health secret worth more than a gold mine. There's a reason.

Get the book, "The Road to Wellville," in each pkg.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending November 5, 1904.

What is a Full School Day?

When Mr. McClellan was nominated for the mayoralty he promised that if he should be elected he would supply full-time instruction for every child registered in the New York city schools. The sincerity of his intentions has been abundantly proved by his efforts to secure an increase of the sittings in the common schools. No mayor has ever occupied himself more earnestly with the problem of an adequate provision of municipal school facilities. No one will ever be able to charge him with having regarded his pre-election promises merely as a platform in Mr. Hill's sense, "something to get in on." Nor have his energetic labors been wholly without results. The progress that has been made in spite of the most staggering obstacles, is truly wonderful. And yet the showing is not satisfactory to the people; neither is it to the mayor for that matter. But what is to be done?

Not the least gain of Mr. McClellan's persistency in pushing the school problem is the wide-spread interest in the solution of the present difficulty. Various plans have been submitted and discussed. Dr. Ettinger's proposition, which was fully described in these pages five weeks ago, still stands as the most feasible one yet published, tho by no means adequate. The latest move comes from the board of education. Its intention is, in substance, to chop from the course of study enough subjects to reduce the time of a school day in the first two primary years to three hours and a half. With these hours officially proclaimed as a full day, there may be two shifts, one beginning at 8.30, the other at 12 or 12.30. Hocus-pocus-one-two-three, the mayor's pledge is redeemed for him by clever friends in the board. But what will the people say? Let us look at the arguments the board submits.

Resolved, that it be referred to a joint committee of five members of this Board and the Board of Superintendents, to consider the advisability of changing the course of study now prevailing in the first two years of the elementary schools, to the effect that the course be reduced to three and a half hours; that such change be made by eliminating from the present course either wholly or in part, the subjects of sewing, drawing, and constructive work. That there be morning and afternoon sessions held alternately, and that three teachers be assigned to teach four sections.

In other words, the plan is to remove from the primary course some of the essential things in order to be able to say that the children of New York city are all receiving full time instruction. An ingenious gentleman once traveled over the country on the claim that he would teach classes to understand and speak any modern language in twelve lessons. After giving the specified number of lessons before large classes he issued to everyone who had paid his fee a certificate setting forth that the holder could understand and speak German, French, Italian, or whatever else he might have invested in. The professor's signature and seal testified that the goods had been delivered and full value received. No, gentlemen of the board of education, the thing won't work.

There is a way of arriving at a reduced school day which is not open to the criticism of honest intelligence. Reserving for a later time a fuller discussion of the details involved, THE SCHOOL JOURNAL here submits an outline that may suggest a solution:

Instead of lopping off subjects there should be a re-organization of the primary school course. Three hours a day is amply sufficient for the first two school years, as the practice of some excellent schools has proved. Scientific investigation has revealed, further, that the waste of time in these years is tremendous, and that by a proper organization of the course a great deal of time may be saved. Here is the clue. *Re-organization*, not the chopping off of pieces here and there is what is needed. The course of study could be immeasurably improved by wise organization that concerns itself wholly with the child and leaves the feelings of supervisors out of consideration for a moment. The people will readily see the improvement, and will respond to the arguments in support of the new school day. For that the saving is accomplished by organization and by taking advantage of the most approved methods of economizing time, and not by cheating their children out of something, can be demonstrated to their satisfaction.

No doubt, sewing ought to be removed from the early part of the school course. It is not suited for the muscles and nerves of the little ones, and there are still other objections. But constructive work and drawing are the very life of the primary course. The children who cannot yet read and write must have plenty to do with their fingers. The drawing and constructive work if properly organized become means by which the children may express themselves. Composition writing is not the only way in which a story can be told. The picture drawn by busy fingers is quite as important, and most decidedly so at the beginning. The New York city school exhibit at St. Louis was especially prized by the visiting educators for the care with which the constructive course had been elaborated. The board would make a serious mistake if it should go on record as having eliminated this work from the first school years.

Re-organization of the course of study for the first two or three school years, with constructive work as a recognized center, could bring the school day within the limits of three and a half hours without omitting one iota of importance as regards the traditional three R's. After this is accomplished, the children may be divided into two groups, attending school alternately in the morning and in the afternoon. In order that they may not be left to the obnoxious influences of the street the city might then employ supervisors—some of the present corps might well be saved for that purpose—to have a general oversight over the public playgrounds, in and out of doors, and to teach games and otherwise keep the children usefully and healthfully occupied.

This is in rough lines THE SCHOOL JOURNAL's proposition. If it suggests a better solution of the difficulty which is not at all confined to New York City, it has not been written in vain.

When the committee meets to consider ways and means let them place a child in their midst. Neither the prejudices of board members, nor the feelings of special teachers, nor any other forms of "senatorial courtesy" must be permitted a voice in the decision. What is best for the children—that do.



A little of the money which goes into the palatializing of university buildings might be made to yield greater interest to humanity if it were given to the feeding of the little ones whom society has neglected. The hope of the country rests upon the children. Let the first care be bestowed upon them. After they are properly provided for then let the desirable things be supplied. Seek ye first

the welfare of the little children! Look after those who come hungry to school!



Children Who Come Hungry to School.

Dr. Macnamara, the energetic leader of British teachers, who has successfully managed several campaigns for the improvement of the public education machinery in England, is valorously keeping up his fight for the recognition of the need of supplying food to school children who come hungry to school for no fault of their own. In the *School-master*, which he edits, there are many notes like the following:

Leicester.—The chairman of the Leicester education committee said they could not spend the ratepayers' money in providing food for the children attending their schools. Nothing could be done but by voluntary effort. The mayor's committee had decided that a portion of the funds raised should be handed over to the education committee, to feed certain of the children, if found necessary. In the meantime, instructions had been given to the officers to report at once if they observed any cases needing urgent attention.

Bristol.—The attention of the Bristol education committee has been drawn to the question of providing meals for the poorer children by a resolution from the Operatives' Association, asking that where necessary the children might be provided with proper food. Mr. Elkins moved that the matter be referred to the elementary education committee for consideration. There was a very serious problem in the recommendation, which was worthy of attention. Some years ago arrangements were made under the school board by which starving children were provided with breakfast before they went in to school; but it was done by voluntary subscription, by arrangement with the school board. They had no legal power to provide food, but they might see if it was possible for anything to be done. This was carried.

East Ham.—Terrible tales of poverty and distress were told at the East Ham education committee. Mr. Fox stated that at the group meeting many of the parents said they could not send their children to school because they had no boots for them to wear, and in more than one case the members found that people were actually starving. All the members came away from that meeting with the opinion that it was absolutely necessary to do something in order to provide the children with boots. Councilor Hutchings said that hundreds and thousands of children in the dock district went to school without food. He had seen mothers beat children when they refused to go to school without food, and when at last they had obtained a piece of bread and butter, the mother had said, "Now, you have had father's dinner." He thought a united effort should be made. It was decided that the committee and the heads of departments should be called together immediately to consider the question.

Burslem.—There can be no doubt that those in authority in the larger districts of England are aware of the necessity for providing children with food, if the education they are to receive is to be of any advantage to them. Altho there is a tendency on the part of some authorities to disclaim responsibility in the matter, others are willing and ready to inquire into and grapple with the problem, as in the case of the Burslem education committee, when the following resolution was carried unanimously: "That in the opinion of the Burslem education committee legislation is urgently needed by which the local education authorities shall be empowered (1) to make provision, if they deem necessary, whereby school children suffering from lack of proper food shall receive the same; (2) to take such action as may be desirable for the recovery of the costs of such provided food from the parents or guardians of the children receiving the same, and further, that grants should be given from the central exchequer towards such local expenditure." It was resolved that copies of the resolution be sent to the prime minister, the Right Hon. Sir Henry C. Bannerman, Sir W. E. Anson, parliamentary secretary to the board of education, the local members of Parliament, Sir John Gorst, and Dr. Macnamara.

What a tale could be unfolded of conditions in American cities, especially the factory and mill towns! Will not teachers and principals lend a helping hand in rousing the public conscience by supplying information concerning conditions in their schools. THE SCHOOL JOURNAL will gladly give publicity to such items. The feeding of children who come to school without breakfast is the most crying need in some districts to-day.

Ohio School Legislation.

The last Ohio legislature, in the closing days of its session, revolutionized the entire educational machinery of the state. The supreme court of Ohio, on appeal of the late Mayor Jones of Toledo, in a matter not relating to school administration, rendered a decision which made it necessary for the legislature to alter many features of the school code that related to cities. While their attention was directed that way, the legislature thought that it would wipe the educational slate clean, and make an entirely new start. So Ohio now has a new school code.

The new code demands that it be administered by new men. According to its provisions, every school trustee or school board member in every city, borough, and township in Ohio must go out of office at the close of 1904, to be replaced by newly elected officials. In the five cities which have a population of over 50,000 inhabitants, the code directs that a portion of the members of the school board must be elected by a ticket general throughout the city, and the rest by city districts, the present school board to fix the proportion. Cleveland, sliding within the edge of the law, will elect five at large and only two by district ticket, the city being cut in half for these two districts. Cincinnati will have three at large and twenty-four by districts. In Toledo, like Cleveland, the proportion will be three to two, in Columbus three to twelve, in Dayton, two to eighteen. In the sixty-six cities of five thousand population and upward, Delaware, Wooster, and Zanesville will each have a board of three, while twelve towns will compose their boards of five members, thirty-three towns will have six members, and the remaining eighteen will each number seven.

But the disruption of the present school boards is only one of the upheaving provisions of the Ohio statute. Every teacher's certificate held at present will lose its force on September 1, 1905. Every superintendent, whatever may be the terms of his contract, must be re-elected by the new school board. Thus there is the possibility of an entirely new personnel in the teaching as well as the administrative fields of education, for hereafter all teachers' examinations must be conducted by the state department of education.

The new provisions are that the school term in the state is uniformly lengthened to thirty-two weeks, every school in a township having the same length of school year. This will abolish the practice of having longer terms for village schools than for the rural schools in the same township. Every teacher and superintendent in office must be voted upon before the name of any other applicant can be presented, and every teacher in service shall draw regular pay during attendance upon the county institute.

The startling feature of the new code, however, is the refusal to permit any city or town to delegate to its superintendent the absolute right to appoint or remove teachers. Every appointment and removal in Ohio must henceforth be formally approved by the school board. In Cleveland the superintendent had been given absolute sway in professional matters, the appointment of teachers residing solely in him. Cleveland liked the plan, and sent a delegation of influential advocates to the state capital to impress the legislature with the weight of its opinion. The delegation remained at Columbus all winter, and as Governor Herrick is a citizen of Cleveland, it was supposed they would be allowed to retain this distinctive feature of their school administration. But this privilege was denied them. The school board must retain the ultimate power.

Letters.

Endowment of Public Schools.

We hear and read frequently of very liberal endowments to colleges and universities, but seldom, if ever, do we hear of endowments for public schools. Why do not some of our philanthropists recognize the primary importance of aiding our public schools to become more efficient in preparing the young for the active duties of life? Not one school in ten is provided with ample facilities for physical culture. Every school-house should have a capacious gymnasium and a five-acre playground. Ample attention should be devoted to moral instruction. Intellectual training without moral and physical culture, is, in some cases worse than useless. Children having evil propensities, without moral education, grow up to maturity with faculties more fully equipped by mere intellectual development to become bad citizens. Hence it is of primary importance that the public school should pay special attention to educating the young to become good citizens.

Next in importance is physical culture. Good health is preferable to great learning. No one can be happy or content if suffering from bad health. "A sound mind in a sound body" is the essential condition which every school should aim to develop.

Probably ninety per cent. of the people obtain all their scholastic training in the common schools. On the principle of "the greatest good to the greatest number," how essential is to the welfare of our country that our common schools should be liberally supported in order that the most excellent educators can be employed and be satisfactorily remunerated. Teaching should be one of the most lucrative professions as well as the noblest, in order to secure the services of teachers of most eminent wisdom and talent.

In view of the fundamental need of public schools that would realize as nearly as possible our loftiest ideals, is it not to be wondered at in this enlightened age, that so few liberal-minded men and women have been prompted by their generous-hearted impulses to endow public schools. No doubt, there are many who have thought of the matter and who, if their attention were called to it, would willingly bequeath munificent endowments for public schools in which they were specially interested. One might prefer that the income of his endowment should be appropriated for the benefit of a particular department in a school; another, for the general increase of salaries in order to secure a higher and better grade of teachers. In short, various endowments might be subject to various conditions and restrictions, and it might not be so simple a matter to provide specifically for varying conditions. Hence, I would suggest that some of your readers who are interested in this subject, should draw up various forms with specifications so clear as to avoid liability to misconception. Your publication of them might arouse public sentiment in favor of the ideas presented and lead to beneficent results.

A. J. VAN NESS.

East Orange, N. J.

Where Do We Stand?

Some time since there appeared in THE JOURNAL a proposition that the preparation and oversight of the teachers of a state should be placed in the hands of experts; and the normal schools were named as the proper means to this end.

After much consideration I am satisfied this is the correct procedure. The state now assumes the

ability to prepare teachers. Let us suppose that all the teachers of a state are graduates of a normal school; they all have a certain rank, as do physicians who graduate from a medical college. Over against this we have a scheme that has come down to us from the past—there are third, second, and first grade teachers, possessors of state certificates, and finally holders of normal school diplomas—five distinct classes.

In Wisconsin the attempt is being made to bring this confusion to an end by having county normal schools. In these will be trained those who do not go to the state normal schools, so that, eventually, not only will all be trained in normal schools, but a course of study will be begun in the county schools that will be finished in the state schools. In other words, the former will be preparatory to the latter.

This plan would lead to the possession of a normal school diploma by all engaged in teaching. This is most important with reference to the effort that has been begun for fixing a standard of wages. If all were graduates of the state normal schools the minimum standard of, say \$50 per month could be fixed upon. The present practice is to let any one teach who can answer certain questions; but the diploma of a professional school should be demanded.

With THE JOURNAL I also hold that the supervision should be by the normal schools. The principal of the county normal school should hold a professional diploma; he should visit the schools to see that professional work is done. If the professional course requires four years, one, two, or three years of this course could be carried on in the county school, the student meanwhile teaching.

Let THE JOURNAL continue to urge some plan for ending the present no-system that prevails. I firmly believe that wages would rise twenty-five per cent, for one thing, if a professional basis was fixed upon.

G. J. HARRIS.

Denver.

The Study of German.

Language is the mirror of the soul. From the first cooing of the infant child until the last farewell of the dying man, the psychologically trained ear can investigate, and learn the disposition of the individual. The shades of the human voice are so manifold that no scale has yet been found to provide a thoro tonal statement of them. But language not only presents the spiritual development of the individual, it is also the living record of the gradual evolution of humanity.

The study of language and etymology is not only a study of grammar but of history and social science as well. Life pictures of our present modern nations are hidden in all idioms, and can be traced by the ear to their sources. These life pictures are the scientific and philosophical result which we are gaining in the study of languages.

We are, however, practical. The capability of communicating with foreign nations concerning political, commercial, or social matters, in their mother tongue, seems to us most profitable. How can we acquire the necessary knowledge?

Two of our senses must be set in action to action to accomplish this: The eye and the ear. With the eye we can study books and learn how to construct sentences. With the ear we receive tonal impressions which we try to reproduce by the assistance of our vocal organs.

Book study is introduced in all American colleges and high schools. Grammars and readers are at hand, and methods are tried to make easy the task. But how do they accomplish the training of

the ear? I do not speak against grammatical studies. They are unavoidable in the study of most languages, especially in the German. However, the training of the ear should always go along with the book training.

This training is the teacher's individual task. Few rules can be applied. Much depends on the teacher's clear voice, pure pronunciation, and the ability to express his or her meaning in simple words and sentences, comprehensible to the grade of understanding of the pupil. Imitation is an important agent in language study. Another important point is to make the study interesting to the pupil. Upon these two agencies is based the plan which the late Dr. Edward R. Shaw, formerly dean of the New York University School of Pedagogy, communicated to me in the expectation that I would carry out his methods according to his idea.

He requested me to compose and deliver lectures in such a simple style that pupils of colleges and upper high school grades would understand them. I composed the lectures and at the first trial in the Montclair High school in November, 1902, success rewarded the endeavor. Since then the lectures have been introduced at different institutes as an addition to the regular school work. They are gaining popularity among pupils and teachers.

I have tried to add to language matters systematic acquirement in history, literature, and sociology.

Lectures on "Germany and the Hohenzollern," have been enthusiastically received in Montclair. In the first lecture of this course I simplify the German construction to the utmost; in the later lectures the style gradually becomes more complicated. In this way the audience becomes acquainted with the foreign sounds and takes interest and pleasure in repeating the words and discussing the subject.

The German language is original, has few loan words, and when spoken in its purity results in a fine tonal effect. To acquire this purity is worth while.

Montclair, N. J.

MARIE BOHM.



Exhibit of Silver, Burdett & Co., at St. Louis.

"Hungry to School."

The problem of effectively dealing with underfed school children has, thanks to Dr. Macnamara's persistent efforts, at last reached the domain of practical politics. Educationists have everywhere discovered that the proper solution of this problem is necessary for educational efficiency. The executive committee of the National Union of Teachers have unanimously adopted a resolution in favor of local education authorities having power to deal with the underfed child, and the idle, negligent, or dissolute parent.

The facts relating to hungry and ill-fed children are familiar to every teacher who has worked in a large town with poor and crowded areas. Some parents never earn enough to feed their children sufficiently; some never feed their children properly. Sometimes a deserving parent is thrown out of work and the children feel the pinch of unwonted hunger. The teachers' efforts to help these poor children reflect much credit upon the profession, and have introduced a truly humanizing element into the work of education. Now, however, education is no longer a charity but a national responsibility, and the voluntary provision of meals may be dismissed as inadequate. We have 6,000 underfed school children in the district covered by the "Scholars' Free Meal Fund," a fund in connection with the East Lambeth Teachers' Association, and we know by experience that the resources of charity are exhausted long before the wants are supplied.

The report of the inter-departmental committee on physical deterioration has drawn attention to the folly of wasting public money in trying to teach underfed children, and public opinion is ripe for the proposal of municipal feeding of the poorer scholars. If teachers are united on this question the necessary legislation should be speedily forthcoming. The resolution adopted by the executive, and which they propose to place on the agenda for Llandudno conference, runs as follows:—

"That, in the opinion of this conference, legislation is urgently needed by which the local education authorities shall be empowered to (1) To make provision, if they deem necessary, whereby children suffering from lack of proper food shall receive the same; and (2) To take such action as may seem desirable for the recovery of the cost of such provided food from the parents or guardians of the children receiving the same; and further, that grants should be given from the Central Exchequer towards local expenditures."

I venture to hope that this resolution may be brought before every local association at an early date, and similar resolutions carried. This will greatly strengthen the hands of the executive in their efforts to deal with this hindrance to education.

W. LANGBRIDGE,

President, East Lambeth Teachers' Association.

No Green Cheese Moon for Her.

The little girl was on a visit to her grandfather, a clergyman celebrated for his logical powers.

"Grandpa, Uncle Robert says the moon is made of green cheese. It isn't at all, is it?"

"Well, child, suppose you find out yourself."

"How can I, grandpa?"

"Open the Bible on the table and see what it says."

"Where shall I begin?"

"Begin at the beginning."

The child sat down to read the Bible. Before she was half thru the second chapter of Genesis and had read about the creation of the stars and animals she turned to her grandfather, her eyes bright with excitement of discovery, and said:

"I've found it grandpa. It isn't true, for God made the moon before he made the cows."—*Our Companion* credited to *Ex.*

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Consul-General Mason, of Berlin, in his recent report to the Department of State describes a new substance for electric heating, which has been named "Kryptol" by its inventor. The new discovery has some remarkable properties which seem to render it peculiarly suitable for the heating of street cars, laboratories, and all places where a uniform degree of heat is desirable. It is particularly economical, and requires almost no attention, the mixture of graphite, carborundum, and clay by which the electric current is generated, not demanding to be refilled for weeks. The space required is also very small.

Mr. Mason reports that the new material has been already adopted for use in the chemical laboratories of the University of Berlin, the Technical college at Aix-la-Chapelle, the Imperial Health Office at Berlin, and other institutions of similar rank, showing that the discovery is no longer in the experimental stage. It is especially valuable in such laboratories, as it enables any desired temperature to be maintained unvaryingly for an indefinite period. American schools and colleges will soon become interested in "Kryptol."

Hammacher, Schlemmer & Co. Fourth avenue and Thirtieth street, New York, have issued an interesting folder treating of Venetian iron work. The circular contains information regarding the tools and material necessary for this work. There is no more fascinating and helpful work in the whole industrial course than the Venetian iron work. Aside from the manual training it affords it stimulates and develops the artistic sense. To be sure, tho the pupil may not produce a piece equal to John La Farge, he will have made something intrinsically valuable, a most necessary ingredient in all work in schools.

The Boston public school board recently gave an order for fifty additional Remington typewriters. Several hundred are already in use in the Boston Schools.

Among others, the following orders have lately been received by the Remington Company from school boards adding to their equipments: Los Angeles commercial high school, ten Remingtons; Philadelphia commercial high school, five Remingtons; Syracuse board of education, ten Remingtons; Worcester (Mass.) school department, four Remingtons; St. Louis board of education, twelve Remingtons; Oklahoma City board of education, ten Remingtons.

A. L. Bemis of Worcester, Massachusetts, manufacturer of manual training benches, tables, etc., was very much gratified recently to receive an order for forty of his benches from the educational authorities of Porto Rico. He sent them a consignment of thirty last year, and this additional order shows that the island schools were pleased with his article. Mr. Bemis was still more gratified when, a few days later, he received a letter from Mr. F. H. Ball, supervising principal of industrial schools in Porto Rico, complimenting him on the way in which his benches withstood the severe climatic conditions of the West Indies. It appears that all delicately adjusted wooden apparatus is difficult to preserve in the tropics. Mr. Bemis' establishment has also been busy supplying orders from the Springfield (Mass.) and Springfield (Ohio) schools.

The Taylor-Holden Company, Springfield, Mass., are publishing "Notes for Mechanical Drawing," arranged by Frank E. Mathewson, instructor in drawing in the Mechanic Arts high school and the Evening School of Trades of Springfield. The book is not a text-book, but is simply a collection of notes, exercises and problems for a four-years' course in machine drawing. The problems cover exercises in projection, constructive drawing, the helix and screw threads, calculations from formulae of machine and engine parts, isometric drawing, cams, mechanical motions with the laying out of the diagrams of motions, and the laying out of the involute and epicycloidal forms of gear teeth and their application to spur, rack, interval, miter, and level gears. No space is taken up with lengthy descriptions of drawing which had better be made by the instructor in class. The book is so bound that the leaves are loose ones and can be withdrawn and inserted at any time. These pages are sold separately, so that such problems can be selected as are desired. The Taylor-Holden Company will have ready on November 1 a series of ten plates, 8 by 11 inches, by the same author arranged for classes in architectural drawing.

Merritt & Company of Philadelphia have been awarded the contract for the metal lockers which are to be put in the new Y. M. C. A. building at Mobile, Alabama, and the new Y. M. C. A. building at Coatesville, Penn. As was pointed out in our August number, these patented metal lockers of Merritt & Company are coming widely into use in our new university and high school buildings.

The catalog of the B. F. Johnson Publishing Co., Richmond, is a unique departure in school-book catalogs. The

delicate and yet appropriate color for the cover-background is in itself attractive enough to insure the preservation of the catalog. The typographic execution is beautiful throughout. A pleasant half-hour can be spent in looking over these pages. If all publishers' catalogs were made as beautiful as that of the Johnson Company, the collection of school-book catalogs would soon become a fad.

The wearing of pins on coat lapels, or charms on the watch chain, denoting that the wearer is a member of a certain organization or society, seems to be an increasing custom in America. It is noticeable in railway cars, at theaters, in public meetings, in fact wherever men congregate—or women either, for the habit extends to both sexes. It is particularly noticeable how large a proportion of such pins are of college or high school origin, either the emblems of those institutions or of bodies growing out of them. The Bunde & Upmeyer Co. of Milwaukee supply a large number of these diminutive badges for the Northwest, and their services are more constantly coming into demand in other states. It is of advantage to school and college students to know where they can secure appropriate designs, and have those designs worked out in an artistic manner.

In addition to the schools mentioned in last month's issue, the electric clocks of the Fred. Frick Clock Company have been adopted in the following: Vermont state normal school at Johnson, Shippensburg high school in Pennsylvania, school No. 83 of Long Island City, the Natchez Institute in Mississippi, the Cornwall high school, and the Greenville public schools in Pennsylvania, the Central city high schools in Nebraska, the high school at Monessen, Penn., the University of Pennsylvania, and the public schools at Butte, Montana, and Hillsboro and Momense, Ill.

Mr. Edwin E. Howells' establishment in Washington, where all manner of relief maps, geographic models, etc., are made, is called by him "The Microcosm." Of these relief maps Mr. Howells has many score, representing all the physical variations of the North American continent. On a few of these the Macmillan Company hold the copyright.

Soon people will begin to think of Christmas. The Christmas card is the remembrance which is most serviceable at that season; one cannot and ought not to give elaborate presents to all those whom one nevertheless wishes to assure of affectionate thoughts at that happy time. John Wilcox, of Milford, N. Y., has a very large and tasteful assortment of Christmas cards, and his catalog is sent with good wishes simply upon application. Many of our teachers will order from him their holiday remembrances.

The board of education of San Francisco have made the following general contracts for the coming school year: for school apparatus and furniture, Whitaker & Ray Co., and the C. F. Weber Co.; for stationery, the H. S. Crocker Company; for school books, the American Book Company.

In Harrisburg, Pa., the school board awarded the contract for manual training benches to Peters & Son, Philadelphia, and for tools to William P. Walter's Sons, Philadelphia, and Hammacher, Schlemmer & Co., New York.

The contract for supplying furniture for the new school No. 31, Borough of Richmond, has been awarded to the American School Furniture Company.

The O. K. Electrical Construction Co., and the Commercial Construction Co., are bidders for supplying the electrical equipment for the new school No. 39, borough of the Bronx, and the O. K. Construction Co. also has handed in a bid for the electric work on school No. 80 in Brooklyn.

E. J. Johnson & Co., the American School Furniture Co., the Richmond School Furniture Co., A. C. Spalding & Bros., and the Narragansett Machine Co. are among the bidders for the furniture and equipment needed in the new public school No. 24, Manhattan.

Answers to Queries.

C. S. :—Your query about remodeling school building could be more satisfactorily answered by some architect who makes a specialty of such plans and specifications. See advertisement in this number of E. L. Rorapough, Smithville Flats, Chenango Co., N. Y.

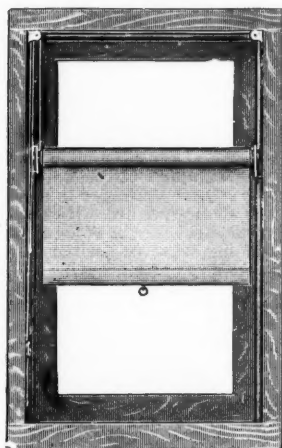
Stenographer :—The *Pitman's Journal* is for teachers and writers, and is devoted to the Isaac Pitman shorthand, to typewriting, and to commercial education. This should be a helpful publication for you. The office is at 31 Union square, N. Y.

A Copy Book is a Text-Book.

The Hon. Massy Wilson, attorney-general of Alabama, has rendered a decision, in a letter to State Supt. I. W. Hill, that a copy-book is a text-book, and that therefore the copy-books that have been adopted for the public schools must be used when writing is taught.

Light and Ventilation Adjuster.

This illustration describes well the window shade adjuster made by R. R. Johnson, 167 Dearborn street, Chicago. This adjuster is designed for raising and lowering the shade roller to any part of the window, placing light and ventilation under perfect control. As was stated in recent issues, the Johnson adjuster is being adopted for use in new school buildings thruout the country. Its popularity will, without doubt, increase rapidly as the advantages of upper light and ventilation for school-rooms comes to be more appreciated.



Kindergarten Supplies.

The city of Chicago has adopted the following new list of supplies for the kindergartens: Chairs, rubber tips to slip on the leg of chair, tables, wash-basins, enameled, musical triangle, small glass tumblers, garden tools, spade, rake, hoe, trowel (all toy size), tin watering pot, flower seeds (bachelor's button, nasturtiums, morning glory, pink, phlox, dwarf sweet allyssum), soap bubble pipes of clay, glass prism (6-in.), oxtwig punch, conductor's punch, laundry collar buttons in lots of 500, small hammer, medium sized tacks (8-oz.), brads, 6-d. nails, small butter plates, oil cloths, tin pans, gum tragacanth, liquid glue, ingrain wall-paper in rolls, paper fasteners, water pitchers, rubber balls, shoe laces, Ivory soap, Sapolio, sponge, linen thread, cotton thread, toweling, wooden skewers, balls of twine, pins, small Perry pictures (Madonnas, Lincoln, Washington), shears, 10-in. flags, clay jars, earthenware crocks with covers, bebe ribbon in rolls (red, green, yellow, pink, white, blue), cotton cloth, gold and silver stars, sets of first gift not in box, sets of second gift in box, second in bulk, rattan axles, large second gift sticks, third gift in boxes, fourth, fifth, sixth, empty boxes for each gift, extra covers for same, circular tablets, squares, triangles, sticks of various sizes, rings, various colored slats, Hailman beads, peg tiles, wax crayons (9 colors), colored chalks for board work, watercolor paints, Bradley's boxes of 8, extra pans, cakes of India ink, clay in powder, modeling boards, rolling pins, sand in half bbls., inch straws for stringing, scissors (blunt), needles, paste, raffia, Berlin worsted, single zephyr wool, Navajo yarn, weaving needles, mats in paper, leatherette mats, broad wash artist's brushes, 20 kinds cardboard and paper, four song-books from a list of ten titles.



Artistic Furniture.

The artistic aspect of the various pieces of school furniture exhibited at St. Louis by Gustav Stickley of Syracuse, N. Y., in his "craftsman workshop" is evident in the pictures. Yet the furniture, when seen in its own wood so to speak, is still more attractive and esthetic in appearance. The charming little chairs and tables are very simple in design and expression. Good for any one, the simplicity that is artistic is especially fitting for children. To have them grow up appreciative of the beautiful and yet retaining their simplicity, should be a foremost object in all education, and everything can be made to contribute toward that end. Our very tables and settees enter eventually into our character. Some day we will know this better, and then such truly delightful furniture as the desk and seats here presented by the Syracuse manufacturer will be appreciated at their real educational value.

A New Mucilage.

The inks manufactured by Chas. M. Higgins & Co., Brooklyn, are very well known in the schools and colleges. Now the firm is making rapid progress in diffusing a similar appreciation of its other articles for the library and study, especially mucilage and paste.

The Taurine mucilage of the Higgins Company is made from a newly discovered adhesive compound, "vegetable gelatine," a sort of gum arabic with gum arabic's bad qualities left out, so the manufacturers describe it. That it is pleasant to the smell and will not become sour or moldy, and is largely independent of atmospheric changes, is certainly a great advantage; the old style mucilage was always only a necessary evil.

The Higgins photo-mounter is declared to be a paste which will never dry out and become hard, as all other pastes do. It is seldom that one uses much paste at one time, therefore it is desirable to keep it on hand. But generally, if one does keep it on hand, it is useless when one goes to it. Higgins' new paste is not so.

New York Contracts Held Up.

Controller Grout has held up the contracts for text-books and school supplies for the five years beginning Jan. 1, 1905. Bids were advertised for and received under the proposed contract, but the controller believes that such a contract would be illegal, as it is doubtful if one board of education can bind succeeding boards.

The controller has asked the opinion of the corporation counsel, and in the mean time, the awards for text-books and supplies have not been approved.

Following swiftly upon this decision of the controller's office the secretary of the board of education gave out this formal interview.

"If the controller kept himself informed as to what is going on in his own office he would not have raised this question and exposed his ignorance of the work of the finance department. Mr. Grout has already approved some thirty contracts entered into by the board of education for furnishing library books to the public schools for three years beginning July 1, 1904. Examination of the minutes of the board of education shows that on April 27, 1904, the board approved a recommendation of the superintendent of libraries 'that the committee on supplies be requested to make contracts for furnishing and delivering library books to elementary schools for a period of three years, in order to do away with the unnecessary expense of publishing a bid book and library list each year.' In accordance with this action the committee on supplies prepared contracts for library books for three years, which contracts were duly approved, as required by law, by the corporation counsel; and after advertising in the regular way contracts were awarded, and the action of the committee on supplies in making the awards was duly approved by the executive committee of the board of education on July 27. In accordance with the requirements of the charter, the sureties on the contracts were approved by the controller in due course. After being executed the contracts were forwarded to the controller for final approval, and, as above stated, he has already approved about thirty of them.

"Of course, if the board of education has the right to make contracts for library books for three years, and bind its successors—to use the controller's phrase—it is patent that it also has the right to enter into contracts for school books for a period of five years. But this is not merely a matter of inference. The form of contract to be entered into with school book publishers for five years was approved several weeks ago by the corporation counsel, and also the form of advertisement to be inserted in the city record, in response to which bids were received and opened on the 14 of September. The work of tabulating the bids, etc., is now in progress.

"It was stated on inquiry at the board of education that there will be great economy in making contracts for text-books for five years, and that greater uniformity in the use of text-books in the different schools will thus be brought about. The terms of the contract provide that it shall not remain in force for more than one year unless appropriations are made by the proper city authorities yearly to meet the expense of executing the same. The contract further provides as follows: In case, after the first year, there shall be no sufficient appropriation made by the city authorities to carry the same into effect, then this contract shall thereupon cease to be binding, or of any force, and the contractor shall have no claim whatever against the city for damages by reason of its failure to carry out the same."

The paragraph from which the sentence quoted is taken was carefully prepared in the office of Corporation Counsel Delany. Another important provision of the contract, which is understood to have been inserted on the recommendation of Patrick Jones, superintendent of school supplies, reads as follows: "The board of education reserves the right, during the period for which this contract is made, to strike from the list of text-books such books or other supplies as may be deemed for the best interests of the city so to do, and no claim or charge will be allowed because of the striking of such text-books or supplies from said list."

Hammacher, Schlemmer & Company at Home.

The firm of Hammacher & Schlemmer have just become settled in their handsome new building at Thirteenth street and Fourth avenue. For fifty-five years they had been located on the Bowery, but the volume of their business had outstripped the accommodations possible in such an old locality, and with a pleasure extending from Mr. Schlemmer down to the junior clerk they find themselves in their superbly appointed building in what is destined soon to be New York's busiest wholesale quarter.

Everyone in the United States interested in hardware, tools, piano materials, and factory supplies is well acquainted with Hammacher & Schlemmer. The house was started about 1848 under another name, and in 1859, when Mr. A. Hammacher entered the firm, his name was added to the designation. In 1853, William Schlemmer entered the em-



W. Schlemmer, of Hammacher, Schlemmer & Co.

ploy of the establishment at the weekly stipend of two dollars. He was then twelve years old, having been born in Westphalia, on April 20, 1841. In 1867, Mr. Schlemmer was admitted into partnership, and in 1883 he had come to own the greater interest in the business, and the present style of the house was adopted. In 1892, the other partners retired from active participation in the business, and since then the entire control has fallen upon the shoulders of the man who in the establishment which he manages to an his career at two dollars per week, and who during the intervening fifty-one years has never been engaged in any other enterprise.

Mr. Schlemmer is a business man of keen, persistent traits, conservative, but thoroly alive to modern methods of conducting commercial relations. The beautiful new building over which he presides illustrates this fact. Every convenience of pneumatic tubes, electric and sanitary appliances, and marble and wood decoration is in use. The very cellar is as dry and light as an ordinary apartment, and the tiled roof of the attic is superior to that of most dining-rooms.

Within the large eight-story structure, thoroly adapted to business yet withal artistic, is stored the most remarkable collection of tools of all kinds that can be found in America. Mr. Schlemmer early saw the value of industrial training as a vital force in education, and he has done much to forward the cause of manual training, tho the sale of manual training tools is only one of the varied occupations of this house. From

all over America and Europe, particularly from the most expert establishments of Germany and France, Hammacher & Schlemmer buy the very best material and tools for all kinds of factory operations, for the building and repairing of pianos, for the interior decoration of houses, and for all manner of manual operations. And they buy all the tools. The most rarely used instrument is here in stock as well as the common chisel. And in the ordinary articles the variety on hand is almost appalling. Every conceivable shape and size of hammer, screw, bolt, saw, as well as scores of other tools is here arranged in methodical order, ready to be supplied at any minute. Hammacher & Schlemmer boast that they are never out of stock of anything. The value of always obtaining what is desired can be appreciated. Their customers do appreciate it.

These customers are not the ordinary dealers in tools and hardware. Hammacher & Schlemmer do not sell to them. The firm occupies a unique position. It sells to private individuals and to the great manufacturing concerns; the intermediate dealer is ignored. The great locomotive works, the great piano manufacturers buy of Hammacher & Schlemmer, literally tons of tools each year, because they know that every one of those tools has been tested, and is perfect in every particular. Also it is a great convenience for these huge corporations to be able to buy the vast variety of articles they need from one firm, and not have to run over America and Europe to several hundreds of establishments. But while daily supplying the immense orders coming from the great factories, Hammacher & Schlemmer welcome with pleasure the individual who wishes to purchase a half dozen screws or a certain quality of adz. The same care and precision characterize the filling of the one order as the other.

The advantage of all this in respect to manual training materials is obvious. The school applying to this firm for an equipment of carpenter's tools, for instance, receives exactly the same tools that carpenters themselves receive, whose orders come in by the dozens every day. Hammacher & Schlemmer supply manual training schools with a splendid workman's bench, but it is the same bench which expert workmen themselves are supplied with in large quantities. There is thus nothing academic about the supplies obtained here. They are the best tools and materials which the world affords, manufactured and adjusted in the most scientific manner, often of a delicacy surpassing belief, but they are practical. To-day, in enormous establishments all over the country, brawny workmen are building our locomotives and railroad cars, our carriages and steamships, making our furniture, and indeed fashioning every imaginable article of utility and elegance with tools which passed thru the hands of Hammacher & Schlemmer. This is of great importance to the manual training schools. If the training given in them is not practical, it is indeed a farce. Of course, smaller and lighter tools are carried for younger children, but as a rule, the instruments in a high school workshop differ little, if at all, from those needed in the great factories and yards, or in the training rooms of the Stevens Institute of Engineering or the Massachusetts Institute of Technology both of which are constant patrons of Hammacher & Schlemmer.

There is another advantage in the wide activity of this house, which is appreciated at the cashier's desk. Supplying so many large manufacturing purchasers, they are able to sell the tools and materials used in manual training at a lower price than a house which relies for its support solely upon the patronage of the manual training schools.

A walk thru the new building is an unexpected pleasure to the person not dexterous with tools. He might think he could not be interested in such things as work-benches and dis-



-1848-



-1904-

play of soldering tongs. But so exquisite is the arrangement of everything on the eight floors that the effect produced is similar to that of a well-ordered museum. One is interested in spite of one's self and carries away much profitable information. The mechanic at his table will thereafter be a more interesting object, planes and vises will acquire a sympathetic power. Of course, to the man who enjoys handling tools and making things, the establishment of Hammacher & Schlemmer is one of the most fascinating of earthly spots. He will probably forget his dinner hour. There he can study carpentry and mechanical appliances to his utmost desire. Every such person in New York, or when he comes to New York, should not fail to visit this new building on Fourth avenue.

Here he will see the tools for molding plaster, which Augustus St. Gaudens uses in his studio, the material for framing the delicate tracery of the Venetian iron work, every utensil in fact which could be demanded by any person who had it in his mind to make anything, and always the best of those utensils which the entire world affords. Its customers all over the United States, who are always also its friends, wish much prosperity and long life in the new home to that object lesson in American enterprise and high-minded commercial dealing—Hammacher, Schlemmer & Company.

The Men in the Field.

Mr. Edward Lord, manager of the educational department of Charles Scribner's Sons, is enjoying his annual vacation in the woods of Maine. During the summer he is too much occupied to get away from his desk in New York, so his outing comes in the tonic days of autumn.

Mr. Lord has been in the publishing business ever since he was graduated from Dartmouth college. He was first with the house of D. C. Heath & Company, and then he came to Scribner's. After a time he left here to become president of the Lothrop Publishing Company, but he found he regretted his old work at Scribner's, and while the finances of the Lothrop company were still flourishing, he resigned and returned to his former connection, the Scribners having been most eager to have him come back to them, and holding out flattering inducements.

Mr. Lord's ability is proved by the heavy list of text-book adoptions secured by Charles Scribner's Sons from public school authorities. To secure good text-books, and then to present adequately those books to the schools is a double task of singular difficulty. In it Mr. Lord is an expert. His ability is not his only marked characteristic. Amid pressing duties, his constant affability makes him friends among all those who have business at his office.

Mr. H. E. Hayes, who for thirty years was with the publishing house of Appleton & Co., has become connected with the firm of Newson & Co., publishers of school books, 18 East Seventeenth street, New York.

W. C. Warfield, formerly connected with Rand, McNally & Co., and with D. C. Heath & Co. in the state of Ohio, has entered the service of the Macmillan Company.

The employees of the Eagle Pencil Company feel themselves so thoroly as members of one household that they have established among themselves a Mutual Benefit society for the purpose of caring for those taken ill, and securing honorable burial to any among their number who die. The management, with that keen interest in their employees which has always characterized this liberal-minded corporation, handed to the officers of the society, upon its formation, a check for twenty-five hundred dollars, as the foundation rock for their treasury.

Crane & Company, Topeka, Kansas, are resolved that the history of Kansas and all the affairs of interest appertaining to that state shall be brought to the notice of every Kansan. They have published a series of books dealing with the state. John Brown is exhaustively treated in two volumes, another volume is given to the territorial governors, among whom were men of national prominence, Kansas as a territory being a peculiarly throbbing national issue. The Wyandot folk-law is preserved in another book, and a selection of poems of "Ironquill" is also noted. "Ironquill" is the pen name, it will be recalled, of the present commissioner of pensions. There are numerous other books in the series, and the series is supplemented by another, containing careful editions of the world's classics. These editions are lengthening into a goodly number of books, "Evangeline" being the last one out of the press.

Henry E. Hayes.

Mr. Henry E. Hayes, for thirty-two years connected with the educational department of D. Appleton & Company, has resigned his position, and become interested in the work of Newson & Company, publishers. There is no man better known in the publishing world in America. Mr. Hayes has been the inspiration of many notable books in the field of education, having been thrown in close contact with the academic magnates who write for the public. Thus his acquaintance in university and school circles is very wide. In

some years he has supervised the publication of as many as one hundred books. Just before taking up his new duties, Mr. Hayes overlooked the business end of Pres. David Starr Jordan's new works, and handled the putting thru the press of the remarkable productions of Pres. G. Stanley Hall of Clark university—the "Adolescence" which has started discussion all over the world.

Mr. Hayes was born in Livingston county, New York,



Henry E. Hayes.

sixty-four years ago, and at the age of eighteen, after a four years' course at the Cincinnati (N. Y.) academy, began to teach. Soon after the war broke out, and the young teacher, flinging aside his books, enlisted as a private. He saw action in twenty-three battles and skirmishes, and came out of the service a first lieutenant. After the war Mr. Hayes taught for several years at Lombard university, Illinois, and in 1866 established the Western Business Institute of Galesburg, Illinois. In 1872 he came to the Appletons.

Some Important Adoptions.

CHARLES SCRIBNER'S SONS.

Charles Scribner's Sons have secured a large number of adoptions of their educational text books. Redway's Physical Geography has been adopted by the Louisville public schools as their standard. Redway's Commercial Geography has likewise been adopted for the public schools at Middleton, Ohio, Brazil, Ind., Redwood Falls, Minn., and Temple, Texas; Tacoma, Wash.; San Antonio, Texas; Lynn, Mass., New Haven, Los Angeles, and St. Paul.

Prof. Gordy's Language Lessons are officially used in Brunswick, Ga., Des Moines, Iowa, and Kalamazoo, Mich., and his Grammar Lessons in Kalamazoo, Green Bay, Wis., Pontiac, Mich., Hornellsville, N. Y., Peabody, Mass., and Des Moines.

As for Gordy's "History of the United States," the following are but a few of the towns which have recently decided to use it as a text-book: Kansas City, Mo., Park Rapids, Minn., Normal, Ill., Windsor, Can., Bristol, Penn., Racine, Wis., Frankfort, Ind., Rexburg, Idaho, Kalamazoo, Mich., Warren, Mass., Clinton, Iowa, Maynard, Minn., and Greenwich, Conn.

King's "Elementary Geography" has been adopted lately by the boards of education at Rock Springs, Wyo., Salem Mass., Revere, Mass., Jersey City, N. J., Tunkhannock, Penn., Norwood, Penn., Keene, N. H., Malden, Mass., and Richmond, Virginia.

The high schools are rapidly adopting Goodspeed's "History of the Ancient World." Those that have recently done so are the high school authorities of Chippewa Falls, Wis., Stamford, Conn., Decatur, Ill., Green Bay, Wis., Wabash, Ind., Oberlin, Ohio, South Bend, Ind., St. Paul, and Chicago.

GINN & CO.

The Smith Primary and Grammar School Arithmetics, (Ginn & Co.) adopted in West Des Moines, Iowa.

Ginn & Co.'s Medical Writing Book, adopted by Ashtabula and Wellington, Ohio.

White's arithmetics, the Lee readers, and Roddy's geographies, (American Book Company) adopted in Atlanta, Georgia.

Reed's Word Lessons, (Maynard, Merrill & Co.) adopted by Worcester, Mass.

Maynard, Merrill & Co.'s Graded Supplementary Reading series adopted by Chelsea, Mass.

The Southworth-Stone arithmetics, (Benj. H. Sanborn & Co.) adopted by the Chicago Board of Education.

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"Literary Masterpieces," by fifty-four cities and towns in Virginia.

"Raphael," "Michelangelo," Millet," "Landseer," and "Van Dyck," of the Riverside art series, by the schools of Burlington, Vermont, and the first two and the last two of the schools mentioned above by the schools of Concord, N. H.

"Our Country's Story," by Eva Marsh Tappan, adopted by forty-six cities and towns in Massachusetts.

Larned's "History of England," by eight of the largest cities in Massachusetts.

The Hiawatha Primer, Literary Masterpieces, England's Story and Colburn's Mental Arithmetic, adopted by the State Board of Education of Virginia.

Books Under Way.

Atkinson, Mentzer & Grover.

Shutt's Plane & Solid Geometry (Suggestive method edition and class-room edition).

Folk-Lore First Reader.

Art-Literature Second Reader.

Whitmore's Chemistry Manual.

Darling's Physical Geography Manual.

Seegmiller's Suggestions in Hand Work.

Robbs-Merrill Company.

Life in Sing Sing, by Number 1500.

Folly for the Wise, by Carolyn Wells.

Books in the Home, by A. W. Pollard.

The Defence of Poetry, by Percy Bysshe Shelley.

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Rome, by Walter Taylor Field, professor of ancient history in the University of Chicago.

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The Educational Outlook.

President James, of Northwestern university, in his recent report to the trustees, says that the disappearance of men students from the co-educational colleges of the Middle West is only a question of time. In the College of Liberal Arts, Northwestern university, the percentage of women students has risen in the last four years from 46.1 to 56.6.

The board of education of New Jersey has selected a spot on the Notch road, in Essex and Passaic counties, as a site for the new normal school for the district of northern New Jersey, authorized at the last session of the state legislature. The plot comprises about twenty-five acres, and will cost twenty-five thousand dollars.

The entrance requirements for Amhurst college has been slightly raised this year. The Latin examination has been made the same for the science course as it is for the course leading to the bachelor of arts degree.

At the regular fall meeting of the trustees of Princeton university, former President Grover Cleveland was elected chairman of the committee on the graduate school.

Dr. Max Weber, professor of political economy and social science in the University of Heidelberg, is in America, studying American social conditions. He says that the greatest social problem confronting the American people to-day is the race problem in the South. Prof. Weber has visited Tuskegee institute, and has traveled extensively thruout the South, discussing the negro question with all classes of citizens. He is not willing as yet to venture any definite statement as to its solution.

George Murname, eighteen years old, quarterback of the Montclair high school

football team, was paralyzed during the game between that team and the team of Peddie institute at Hightstown on October 8. One of the Peddie players made a flying tackle, and struck young Murname in the back, causing concussion of the spine.

The entering class at Princeton numbers 418, the largest freshmen enrollment in the history of the university.

It is reported that Mme. Rejane, the celebrated French actress, is considering making her home in America, and establishing in New York a conservatory of drama similar to the Paris conservatory.

Mr. Marcellus Hartley Dodge, of West Orange, New Jersey, having recently given three hundred thousand dollars to Columbia university for the new Hartley hall, in honor of his grandfather, the late Marcellus Hartley, finds himself in collision with the taxation authorities of West Orange. These personages argue that a citizen, who makes such a gift as Mr. Hartley made to Columbia university must be able to pay a largely increased personal property tax. So they proceeded to raise Mr. Hartley's assessment.

A collegiate preparatory building will soon be erected at Dickinson college, Carlisle, Penn., President Reed of Dickinson having been able to collect one hundred thousand dollars for its erection and equipment. Half of this amount was given by Mr. Carnegie. The building will be named Conway hall, in honor of Moncure D. Conway, Dickinson, '52, one of America's best known men of letters.

The committee on the Carnegie Technology Schools of Pittsburg has awarded the prize of the competition for designs to Palmer and Hornbostel, the New York

architects. The schools when completed will cover thirty-two acres, and will represent an outlay of five million dollars. Operations will be begun as soon as the working plans are available.

Prof. Koch has retired from the office of director of the Institute for Infectious Diseases in Berlin in order to devote his time more fully to other bacteriological work, particularly in the German colonies. During the coming winter, Prof. Koch will go to German East Africa for a course of investigation into tropical diseases.

The Martin Female college at Pulaski, Tenn., was destroyed by fire on Oct. 17. The loss was \$40,000 with an insurance of \$30,000.

Prof. Ewald Flügel of Leland Stanford Junior university is in charge of the great Chaucer publication, the expense of which Mr. Carnegie bears. Many distinguished critics will assist Prof. Flügel in this work, which will be published by D. C. Heath & Co. The Professor also has charge of the work on Middle English issued by the same house in its Belles-Lettres series.

Mr. Joseph Wharton, who lately increased the endowment of the Wharton School of Economics, University of Pennsylvania, from \$250,000 to \$500,000, has given \$250,000 additional as a building fund for the school. Carlo F. Ferarrius, professor of administrative law, University of Padua, and Dr. Duncker and Dr. von Seefeld, privy counselors to the king of Prussia, have been making special investigations of the school for their respective governments.

His Holiness, Pope Pius X., appears among the unsecured creditors of Thomas E. Waggaman, former treasurer of the Catholic university of America, who was

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recently declared a bankrupt. It appears that Waggaman sent the Pope a check, which has not been presented for payment.

Plans have been filed with the superintendent of buildings for a parochial school for St. Paul's Roman Catholic church, Rev. John McQuirk, rector, in east 117th street. The school building, which will be on 118th street, near Park avenue, will be four stories high and will cost twelve thousand dollars.

The Great Southern Meeting.

The next meeting of the Southern Educational Association will be held in Jacksonville, Fla., December 29, 30, 31, 1904. There is every indication that this will be the best attended and the most interesting meeting the association has yet held. Jacksonville with its fine hotels and delightful climate is a most attractive place in the winter, not to mention the many other delightful resorts in Florida. The programs which are now being made will cover a broad field of timely educational topics, and the speakers will be the best that can be had. Besides the two general sessions daily, there will be special programs for each of the following departments: superintendence, child study, higher education, industrial education, and normal instruction. There will be special railroad rates and the hotels and boarding houses will offer very low rates to teachers. Several interesting side excursions may be made from Jacksonville to St. Augustine and other attractive points. This is a chance for every Southern teacher and his friends to take a delightful trip at small cost—a trip that will redound greatly to his own professional good and to that of the school with which he is associated. For further information address Pres. N. B. Hill, University of Georgia, Athens, Ga. or Secretary R. J. Tighe, Asheville, N. C.

Delaware Favors Normal Schools.

The Delaware State Board of Education gives official recognition to the need of normal school training in its last report. As Delaware is disinclined to make the large outlay necessary to support a normal school of her own, the board recommends that one thousand dollars be given to each county school commission, to be applied toward sending persons who have passed the ninth grade in the Delaware public schools and are recommended by the county superintendents, to the normal schools in Pennsylvania, not more than one hundred dollars being allowed in one year to any one person.

Jersey City's Pride.

Amid a throng of 3000 adults and many children, the corner stone of the new high school was laid October 5. The exercises were preceded by a parade, from the old building to the site of the new, of eight hundred children of the high school and five hundred grammar school pupils, composing the graduating classes. Heading this procession were Mayor Fagan, Superintendent Snyder, and the members of the board of education. Addresses were made by President Ward and Hon. William A. Lewis, of the board, Mayor Fagan, Prof. James Egbert, Counselor Leon Abbett, and Superintendents Poland of Newark and Snyder, of Jersey City.

The architect employed is John T. Rowland; the building is to cost \$393,347; the furnishings \$50,000; the site \$85,000; and it will take \$20,000 more to grade and beautify, making the entire project nearly half a million dollars. The alumni are to furnish a handsome memorial gate. The site is a commanding one and when the building is finished can be seen from the surrounding cities. The basement or first story of the structure is made of Indiana limestone, and the upper part of

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pressed brick. The school is designed to seat 1300 pupils and is so arranged that it can easily be made to accommodate 1500.

The Technical evening school, which had such a successful existence last year, was opened again in school No. 1 on October 3. The registration was 935. The mayor and superintendent were present and addressed the school. Skilled teachers are employed in all the classes. The subjects taught are mechanical and free hand drawing, elementary and advanced stenography, designing, clay modeling, geometry, algebra, English, book-keeping, typewriting, and architectural drawing.

Great Colleges Fewer Students.

Following the announcements from Cambridge and New Haven that there are fewer students in the academic departments of Harvard and Yale than there were last year, comes a similar dispatch

from Princeton. The academic classes in the latter university show a falling off of fifty-two. For many years each fall has seen an increase of numbers over the preceding session at the three great Eastern universities, except, of course, during a year of business panic. It is evident that some general cause is at work, the agreement of the fact at the collegiate centers forbids the supposition of a mere local accident. But what the nature of the cause is does not yet appear.

Manitoba Teachers Meet.

The teachers of the northwestern and southwestern districts of the province of Manitoba held their convention recently at Winnipeg. Mayor Sharpe, of Winnipeg, welcomed the teachers to the city in a most agreeable address.

Mr. Gough, of Carman, spoke on the subject of the school library. Mr. Gough

regarded the library as an integral part of all true school apparatus, and it was the duty of the school board to provide it as much as it was its duty to provide the blackboards and the crayons. But until the school boards appreciated their duty in this respect, the teachers were exhorted to use their own best endeavors to get a library, and some practical hints to this end were given.

Mr. Gough pointed out that the library was not merely to be used as an illustration of the class lessons. The teacher should endeavor to have the children handle it in such a way that they could, in after life, choose their reading wisely for themselves, the reading which rightly interpreted life.

Mr. McNevin, of Dominion City, read a valuable paper on poetic literature, and the session closed with a scholarly article on "Education," by Miss McKay, also of Dominion City.

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Educational New England.

At a recent meeting of the Harvard faculty, it was voted to allow an undergraduate who lacks but one course of finishing the eighteen courses necessary for his degree of bachelor of arts, to be received as a candidate for the degree of master of arts. Heretofore the candidate for the M. A. had to be already a holder of the bachelor's degree. This change will make it possible for a man to receive both the arts degrees in four years and still remain identified with his class.

The inauguration of William E. Huntington, Ph. D., L. L. D., as president of Boston university, took place on Oct. 25, amid an impressive assemblage. The Rev. Dr. Edward Everett Hale, chaplain to the U. S. Senate, conducted the responsive readings, after which President Raymond, of Wesleyan university, offered prayer. Addresses were made by Governor Bates of Massachusetts, Mayor Collins of Boston, President Eliot of Harvard, and the Rev. Daniel A. Goodsell, bishop of the Methodist church. The inaugural address of President Huntington was entitled "The University and the Public."

Prof. P. P. Claxton, of the University of Tennessee, was one of the speakers at the Twentieth Century club dinner in Boston on Oct. 15. The other speakers were the bishop of Western Texas and the bishop of Porto Rico.

President Eliot of Harvard has recently intimated to the public press that the Harvard Institute of Technology committee which is endeavoring to formulate a plan for the affiliation of the Institute of Technology, is making progress, and will probably soon arrive at an acceptable conclusion. The plan must then be submitted to the governing

bodies of the two institutions. The technology alumni have been promised an opportunity to vote on the measure, and it is possible that a similar privilege may be given to the Harvard alumni.

With the exception of the Law school and the Bussey institute of horticulture, all the schools of Harvard university show a decreased attendance as compared with last year. While more exacting standards of admission may have something to do with this decrease, the university authorities are inclined to attribute it to the increasing excellence of the Western universities. Western boys who in former years would have come to Harvard, now remain for the higher education in their own states. It will be recalled that THE SCHOOL JOURNAL noted recently a similar falling off in the entering class this year at Yale.

Miss Leavitt, of the Harvard observatory, has discovered a new variable star of the Algol type in the region of Sagittarius. Algol variables are rare.

Judge Percival Bonney, president of the board of instruction of Colby college, announced at a recent college function that as soon as sufficient money is obtained for the erection of a recitation hall, the women of Colby would have a separate college of their own.

Refining Influences at Tufts.

The annual "flag rush" at Tufts college resulted, say the newspapers, in several students receiving severe scalp wounds, many others having their faces battered almost beyond recognition, the leader of the freshman class being carried from the field seriously injured. It is reported that the feminine portion of the audience were much delighted and showed their pleasure with great demonstration.

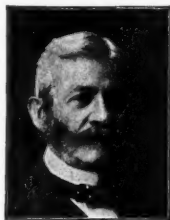
These Tufts young ladies are worthy successors of the estimable gentlewomen who so frequently graced the Roman amphitheater, and turned their thumbs down. It had been rashly supposed that such strenuous womanhood was beyond recall.

Mr. Bryce at Brown.

For the second time Brown university has been honored by a visit from Hon. James Bryce, M. P., the famous English historian and traveler, author of "The Holy Roman Empire" and "The American Commonwealth." Before an enthusiastic audience which crowded Sayles hall to the doors Mr. Bryce delivered an address Tuesday afternoon, on "The Place of Roger Williams in Church and State." In an eloquent introductory address President William H. P. Faunce said, "Without the slightest exaggeration we may say that there is no living Englishman whom we could welcome more heartily to Brown university than we welcome Mr. James Bryce, for it is he who has interpreted America to herself." He referred to Mr. Bryce and Mr. John Morley (now visiting in this country) as two men "associated in love of letters, in devotion to historical study, in unquenchable faith in democracy and human freedom," and expressed the hope that Mr. Morley might also visit Providence before his return.

In the introduction to his address Mr. Bryce referred to the pleasant memories associated with his first visit to the University under the presidency of Dr. Robinson. The address was a highly interesting historical résumé of the evolution of the doctrine of separation of church and state, tracing it from its seed in the New Testament, thru the Roman Empire, the Middle Ages, and the Reformation, to its full fruition under Roger Williams at Providence.

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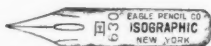
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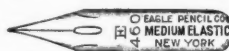
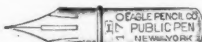
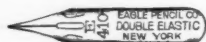
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"There had been many voices," he said, "to proclaim that civil authority had no right to govern conscience as early as the fourteenth century. It was implicit in the principles of the Reformation, but unhappily the reformers did not see that their principles should have carried them to the doctrine of separation of church and state."

Following are some of his more striking sentences:

"That civil authority and religious authority, the church and the state, ought to be permanently dissociated, is an axiom not only of civic policy, but of church government."

"Roger Williams was not alone among the Puritan fathers in having a conscience; indeed, some of them had too much conscience. He was not a great thinker, nor strikingly original, but tenacious and resolute. He grasped his principle with extraordinary firmness, he was even disputatious; yet he never lost his temper, he was gentle and sweet-souled, and even the grim Puritans of the Bay State had to acknowledge that he was a 'dear fellow'."

"There is plenty of work still in determining the true limits of the freedom of conscience. What is conscience? How far does it go? What are the limits to that

borderland where conscience conflicts with public interest? There are those who for conscience's sake indulge in polygamy; others who refuse to call in the physician, or who violate public rules of health. How far shall a man be allowed to follow, his conscience in matters of this sort?"

"The principle of the liberty of conscience will prevail, for two reasons: First, because the New Testament shows that it is the essence of Christianity, and second, because history shows that it is the safest and best principle to follow."

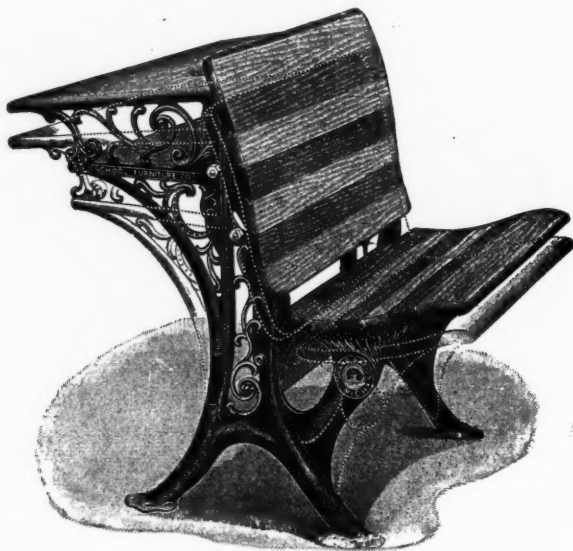
"The lamp kindled by Roger Williams on the banks of the Seekonk has spread

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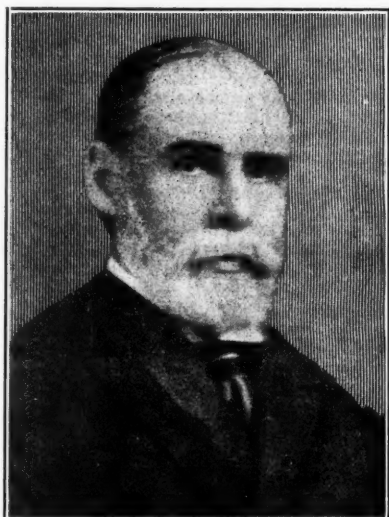
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State Supt. Delos Fall, of Michigan.

The chapel at Barnard college has been enriched by a fine organ, whose aid in the services is much appreciated by the students. The organ was given to the college by Mr. Robert Ogden, in the name of the firm of John Wanamaker.

This letter was recently received from an Alaskan miner, by a London firm: "Gentlemen—Enclosed you will find an envelope, which you will tear up in small pieces and place in a glass of water. Let stand for an hour, then stir and drain off slowly; add more water and drain, and you will find thirty grains of gold, for which you will send me stylographic pen wrapped up in late newspaper." The gold was worth \$1.25, and the pen was duly forwarded. (Geyer's "Stationer.")

W. S. Rowley, M. D., Cleveland, O., writes: I take great pleasure in saying that I have found antikamnia tablets very valuable in both acute and chronic rheumatism, also in all forms of neuralgia, and as yet I have not seen any depressant action. I prescribe antikamnia in five-grain tablets, giving one every two or three hours.—North American Practitioner.

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The Greater New York.

The board of estimate and apportionment has approved the issue of three hundred thousand dollars worth of bonds for the erection of fire escapes on all the schools. The building committee of the board of education has ordered the preparation of plans.

New rules governing the cases of absence, with pay, of teachers will shortly be promulgated by the board of superintendents.

The Queens Borough Teachers' association has elected the following officers for the coming year: Pres., John Holley Clark, Flushing high school; First Vice-Pres., Margaret Scott, P. S. No. 9; Second Vice-Pres., Thomas J. Duncan, P. S. No. 58; Rec. Secy., Albert Meras, P. S. No. 14; Cor. Secy., Mary L. Lyles, P. S. No. 22; Treas., George H. Dilcline, P. S. No. 48; Board of Directors, John F. Quigley, P. S. No. 1; Nellie E. Simons, P. S. No. 4; Elizabeth Hagan, P. S. No. 8; Arthur C. Mitchell, P. S. No. 16; Jessie F. Brass, P. S. No. 14; Clara E. Bell, P. S. No. 20; Agnes A. Lawlor, P. S. No. 27; Agnes E. Smith, P. S. No. 57; Ruth E. Murphy, P. S. No. 34; William Gilman, P. S. No. 8.

Superintendents O'Brien, Davis, and Meleney have been appointed a committee to take a census of the sittings in the local schools.

Dr. Thomas M. Balliet, dean of the New York university School of Pedagogy, delivered a lecture on the principles and methods of education before the Brooklyn Teachers' association on Oct. 26. Other addresses in the series, whose dates have not yet been announced, will be delivered by Mr. Hamilton Mabie, Dr. David Eugene Smith of Teachers college, and Superintendent Gustave Straubenmueller.

Associate City Supt. Andrew W. Edson has been directed by the committee on supplies of the board of education to take charge of the city's educational exhibit at the St. Louis exposition thru the month of November, and to return the material to the city at the close of the fair. Mr. Edson is to make a report to the board on the best educational features to be found in the exhibit of other cities and countries.

Miss Margaret A. Regan, principal of school No. 113, at 1,893 Seventh avenue, has been transferred to school No. 107 on West Forty-sixth street. Miss Mary F. Maguire has been appointed principal of school No. 113, and Miss Anna A. McNulty, principal of school No. 129, on East Twenty-ninth street.

A large number of friends gathered last week to felicitate the Rev. George Beckett and Mrs. Beckett upon the celebration of their diamond wedding. Dr. Beckett was for twenty-one years the principal of the Columbia institute at Columbia, Tennessee, the oldest institution for the higher education in the entire South, having been founded by

Bishop Otey of Tennessee and Bishop Polk of Louisiana, seventy years ago. Dr. Beckett has reached his eighty-seventh year, and Mrs. Beckett is eighty, but as both are in excellent health and take the keenest interest in all affairs of life, their friends anticipate the celebration ten years hence of another joyous anniversary. Many messages of congratulation were received from all over the South, where Dr. Beckett is widely known as an educator.

A new corporation has taken over the affairs of the old Berkeley school, and the capital stock is being delivered. All creditors of the school who assented to the reorganization have been invited to present their claims and receive at present ten per cent. of the amount due them.

No Return of the Rod.

The committee on elementary schools of the board of education decided by a decisive majority, at their meeting on October 25, not to recommend the re-establishment of corporal punishment in the public schools.

The committee gave a full hearing last June to both sides, when reports were presented from the principals of schools on the subject. Of 268 principals whose opinions were asked, 223 answered in favor of corporal punishment. The Brooklyn Teachers' Association also supported the movement.

At the meeting of the committee, Superintendent Maxwell led in the attack on the return of corporal punishment, declaring that such a power, however surrounded with restrictions and safeguards, would be abused, and that to reintroduce the rod into the New York schools would be a backward step in education. Only three commissioners voted for the resolution, which allowed the punishment with certain restrictions.

The East Side Objects.

A meeting composed of two thousand persons, took place at the Educational Alliance, East Broadway and Jefferson streets, on the evening of October 23, to protest against the recent decision of the board of education to transport fifteen hundred children each day from the east side of the city to the partially empty schools on the west side.

Gregory Weinstein, of the East Side Civic club, spoke most decidedly against this contemplated transference of the children.

Dr. David Blaustein, superintendent of the Educational Alliance, pointed out that one of the disadvantages of the proposed scheme was that the children, who are mostly of the Jewish faith, would, if forced to travel to the west side schools, be unable to attend the daily morning services in the synagogues or the Hebrew schools in the evening. Most Jewish parents insist upon their children doing this.

The Rev. Dr. Radin and the Rev. Dr.

William M. Donohue, the latter said to be the oldest clergyman on the east side, spoke also. Dr. Radin advocated a temporary use of the churches and synagogues for school purposes.

Resolutions were adopted condemning the method designed by the board of education, and favoring instead, as a means for doing away with part-time classes, the erection of temporary school buildings under the Williamsburg bridge approach from Lewis street to East street, and in a portion of the corporation yard at Rivington and Mangin streets. These spaces are under the park department and are said to be ample to accommodate the fifteen hundred children whom the board of education plans to send so far away from their homes. Resolutions were also adopted calling for a speedy erection in the midst of the congested district of permanent school buildings sufficient to cure forever the inability to give all the children of that neighborhood full time instruction. A committee of five was appointed to appear before the board of education and before Mayor McClellan.

Religious Education Exhibition.

The Teachers college of Columbia university will hold an exhibition in the field of religious education at the Educational Museum of the college, for the two weeks beginning on October 28, to which everybody is invited. The exhibition will include a display of text-books for religious instruction, teaching equipment for Sunday school classes, and the modern pedagogical methods adapted to the Sunday schools. Numerous addresses will be made in connection with the exhibition, among others, "The Sunday School Judged in the Light of the Day School," by Dr. Thomas N. Balliet, dean of the New York University School of Pedagogy, and "The Sunday-School Plant and Teaching Equipment," by William W. Smith, secretary of the Sunday school commission, diocese of New York.

Mr. Edward N. Jones Selected.

Edward N. Jones, first assistant in the New York training school for teachers, has been nominated by the board of superintendents for the vacant principalship of the school. The committee on high and training schools approved the recommendation at its meeting on October 24.

Mr. Jones was born in Oneida county and is a graduate of Hamilton college. For nine years he was superintendent of the schools of Saratoga, and then for six years he was connected with the Plattsburg state normal school. Mr. Jones left Plattsburg to accept the first assistantship of the training school for teachers of this city six years ago. He has been acting principal since May 1 last.

Many candidates have been presented for this office, and much interest in the selection has been aroused in educational circles in New York.

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Literary Items.

The Macmillan Company will publish in a few weeks all the various addresses delivered by the Archbishop of Canterbury during his recent visit to the United States. The title of His Grace's book will be, "The Christian Opportunity."

Houghton, Mifflin & Co. have issued a new edition of Shakespeare's Sonnets, edited by Canon Beeching of Westminster Abbey, formerly lecturer in English literature at Trinity college, University of Cambridge. In his introduction, the canon combats the theory that the sonnets are merely conventional exercises addressed to a patron. This will probably arouse an interesting Shakespearean controversy.

The Old Corner Bookstore, Boston, has issued a translation of thirty-five of the greatest of the Latin hymns by the Right Rev. James H. Van Buren, bishop of Porto Rico. It is needless to say that the translations are scholarly and rendered into choice English. Bishop Van Buren's learning made those two facts certain. But it is equally important that translations of poetry should have about them the poetic quality, and that quality scholarship, however massive, does not assure. But Bishop Van Buren's verses seem to go of themselves, they are genuine poetry, and it is a pleasure to read these productions snatched from the engrossing cares of an exacting missionary field. Dean Wright of Yale has written a preface for the hymns.

Dr. Bennett's Latin Series.

Few teachers, not to mention pupils, in secondary schools can even hope ever to visit and look upon the remains of the Roman Forum or any other of the interesting monuments of ancient Rome. It is, therefore, well that the text-books on Cicero's Orations which are provided for the pupils in such schools serve as far as possible to represent the scenes of the literary life of the Romans. In the recently issued edition of *Bennett's Orations of Cicero*, great care has been taken to present as accurately as possible to the eye of the pupil both a restoration and ground plan of the Forum as it probably appeared at the time Cicero delivered his famous invectives against Catiline in the senate chamber of the Roman people.

This attempt to transport the mind of the pupil to the environments of the persons and events about which he is studying, is altogether a happy one and will doubtless result in more satisfactory work than could otherwise be secured. There are numerous restorations of the Roman Forum as it appeared three hundred years after Cicero's time, but what Dr. Bennett has done is to give us the first restoration of that famous part of Ancient Rome at the very time when the stirring events about which we are reading so much today, and which especially concern the student of Cicero's Orations, were enacted. Other features of this edition which class it not merely as another of many similar books of recent publication, give it a peculiar prominence because of the unmistakable clearness of its statements and the abundance of information which the pupil—not the scholar—should know. It is distinctly a text-book which has been made in recognition of the pupil's needs rather than those of the teacher. When editors attempt to display their own erudition in text-books for pupils in secondary schools, rather than to hew to the line of actual needs of those who for the first time are to study the subjects of which those books treat, they truly miss the mark towards which they aim. Dr. Bennett's habit of mind, as exhibited in his already famous Latin Grammar, published less than ten years ago, has enabled him to



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interpret with remarkable precision the scope of the pupil's need as the pupil himself experiences it, and to satisfy that need in terms that are at once clear, concise, comprehensive.

It will interest many to know that with the publication of the forthcoming edition of Virgil's *Aeneid* which Dr. Bennett's publishers now have at press, he will have edited a complete series of Latin books for secondary schools—all based upon the same principles of editorship which so strikingly and successfully characterized his Latin Grammar. Each book in the series appears to be so harmoniously related to the others in the series that the whole exhibits a unification seldom seen in series of text-books on any subject. Dr. Bennett's underlying thought seems to be to get pupils to recognize the study of Latin not only as dealing with language and grammar, but also as concerned with history, oratory, poetry, and human life.

Association Notes.

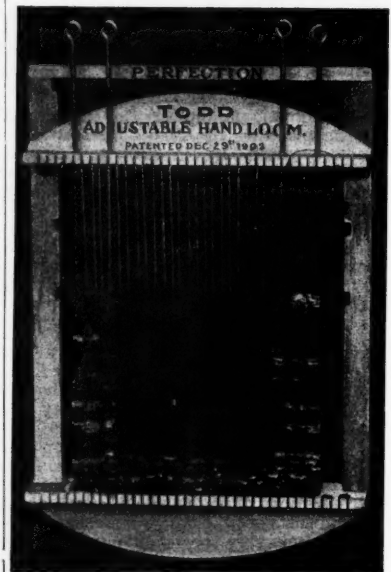
The Association of History Teachers of the Middle States and Maryland will convene at the Washington square building of New York university on March 10 and 11, 1905. Officers: Pres. Supt. J. H. Van Sickle of Baltimore; Vice-Pres., Prof. M. S. Brown of New York university; Sec'y-Treas., Prof. E. H. Castle, Teachers College, Columbia university; Council, these and Prof. Lucy M. Salmon, Vassar college; C. J. Geer, Shady Side academy, Pittsburg; Prof. C. G. Hull, Cornell university; Prof. C. A. Herrick, Central high school, Philadelphia; P. O. Robinson, High School of Commerce New York City.

The Association of Colleges and Preparatory Schools of the Middle States and Maryland will meet on Nov. 25 and 26 at Princeton, N.J. Following are the officers: Pres., Dr. Truman J. Backus, Packer Collegiate institute, Brooklyn; Vice-Presidents, Dean Laura D. Gill, Barnard college, Columbia university, Prin. Charles W. Evans, East Orange (N. J.) high school, President Swain of Swarthmore college, Prin. Harlan Updegraff, Baltimore Girls' Latin school, Prof. J. MacBride Sterrett, George Washington university; Sec'y, Prof. Arthur Hobson Quinn, University of Pennsylvania; Treas., Prof. John B. Kieffer, Franklin and Marshall college. The executive committee consists, in addition to the president, the secretary and treasurer, of President Remsen of Johns Hopkins university, Prof. Ames of the University of Pennsylvania, Mr. Charles H. Wheelock of the University of the State of New York, and Principal William M. Birdsall, Philadelphia Girls' high school.

The Directors' Department of the Pennsylvania State Educational association will meet at Harrisburg on February 8 and 9, 1905. The officers are: Pres., E. S. Hassler, Grove City; Vice-Presidents, H. M. Lessig, Pottstown, J. A. McMillan, Carnegie; Josiah Cope, Lincoln university; Rec. Sec'y, D. S. Best, Allentown; Cor. Sec., Rev. A. M. Keifer, Greenville; Treas., James W. Howarth, Glen Riddle; Executive Committee, William M. Bowen, Chester; S. M. Wakefield, Red Stone; A. H. Bell, Greensburg; Dr. M. L. Hershey, Harrisburg; H. W. Shick, Reading.

The State Teachers' association of New Jersey will hold its next meeting on Dec. 27, 28 and 29. The officers are: Pres., W. Collom Cook, Mount Holly; Vice-Presidents, Ellsworth Shafto, Garfield, and Miss Eliza E. Jaquett, Salem;

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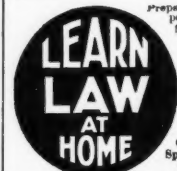
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The next meeting of the Association of Teachers of Mathematics in the Middle States and Maryland will be held at Princeton, New Jersey, on Nov. 26. The officers are: Pres., Prof. D. E. Smith of Columbia university; Vice-Pres., Prof. H. B. Fine, of Princeton university; Sec'y, Arthur Schultze, High School of Commerce, New York City.

Fall of a Meteor.

A meteor estimated to weigh three tons passed over St. Paul, Minn., recently early in the morning and fell between the towns of Kenyon and Randolph, where it was discovered imbedded 30 feet in the earth sizzling and steaming so that no one could approach it. Intense light and explosions are said to have attended its descent.



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Current Magazines.

The next volume of the *Century* will carry a series of articles by Melville E. Stone, the general manager of the Associated Press, describing the manner in which that remarkable organization collects the news of the entire world and distributes it to the leading newspapers of the United States. Mr. Stone's articles will be well sprinkled with good anecdotes, and will be both pleasurable and instructive for that reading public for which the Associated Press does so much.

M. H. Carter, in *McClure's* for November, discusses entertainingly what is in her opinion the one great problem in public school education, not courses of study, or methods of teaching, or sanitary and esthetic surroundings, but—the parent. That is the real problem. The public school parent we have always with us. The writer describes the diverse varieties of parents, among whom public school teachers will recognize many old acquaintances, if not old friends. When we are almost completely swallowed up with melancholy at the contemplation of this list, the teacher-author somewhat revives us to a willingness to struggle on by adding that occasionally a rare species is discovered—the considerate parent.

There are so many excellent things in the October *Country Life in America*, that it is hard to tell which is the most valuable or interesting. In "Representative Country Homes," Ivy Wheeler Dow describes and illustrates many houses in the East and the West. It contains many hints for architects and home builders. The next two articles "Windows and Window-Motives" and "The House and the Garden" are almost as elaborate. There are many other articles of live interest in this number.

The October number of the *House Beautiful* opens with a house designed by a woman; this is followed by a description of wood-carvings in a western town; a presentation of Dutch colonial houses with many interesting photographs; Philippine houses are portrayed and other matters discussed of value to those engaged in building houses and furnishing them; the number of both these seems to steadily increase.

Masters in Art, Part 55, Volume 5, is devoted to Pintoricchio of the Umbrian school. The plates reproduce many of his pictures, including his "Madonna," his "Journey of Moses," his portrait of himself, and his "Return of Ulysses."

A Blessing.

Sancho Panza blessed the man who invented sleep. So do our leading society belles bless the memory of the late Dr. T. F. Gouraud, who taught them how to be beautiful. Everyone should do all in his power to supplement nature in adorning the person, and a fine complexion is not given to all; and just here art aids nature, and all who use Dr. T. F. Gouraud's Oriental Cream, or Magical Beautifier, know its value, and how the skin that is freckled, tanned, pimply, or moth-patched can be made like the new born babe's. To those who will use toilet preparations it is recommended by physicians, as the board of health has declared it free from all injurious properties, and, as it is on sale at all druggists', and fancy goods stores, it is an easy matter to give it a trial, and thus win the approbation of men, as well as the envy of ladies.

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